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College and Research Libraries

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ministration

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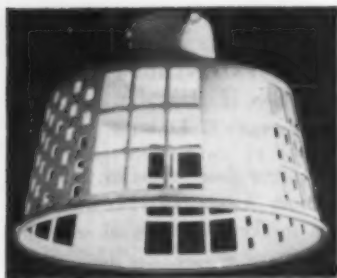
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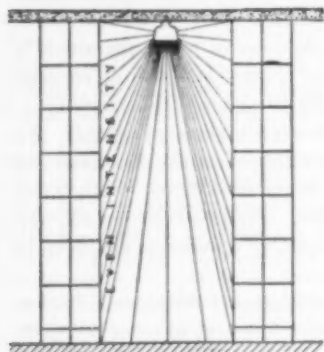
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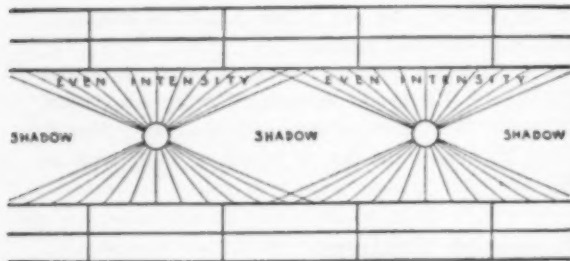
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College and Research Libraries

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October, 1950

Volume XI, Number 4

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Investigations and Research Projects in the Field of College Libraries¹

WE LIKE to think that research into problems of librarianship is both a scholarly and practical pursuit. By objective analysis of our problems we anticipate the skeletonizing or isolation of principles involved in librarianship and, perhaps, although it does not always happen, we apply the principles immediately to practical situations. About 20 years ago, when the Graduate Library School was just starting, there were some librarians who were skeptical of the value of research, especially the formalized research as carried on in an academic atmosphere. There are still some librarians who see little or no value in research, especially since they have not, as a result of research, been able to reduce library service costs, to increase efficiency, or to raise the reading level of their patrons. The critics have been apprehensive, and with some justification, that students would fail to do more than collect facts. The proponents of systematic research, whether in the library school or in some other academic department, have recognized this danger. They have also insisted that one of the real contributions of library research is to encourage and develop critical thinking about our problems. Have we been doing this? What are we learning about college library problems? What ways and means are being determined for the improvement of procedures leading to a more effective meeting of the demands upon the college library? It is the purpose of this paper to review what students and others have been doing in the way of studying problems which are of both scholarly and practical concern.

We can arbitrarily divide the research being done on a functional basis, and consider such problems as those related to organization and administration, personnel, finance, etc. Or, we can consider studies from a methodological base, such as historical, experimental, or prog-

nostic. For the purposes of this discussion it would seem that the functional approach would be more meaningful. The effort will be made, then, to show what research has been going on in the following areas of librarianship: foundations and historical backgrounds; general administrative problems; public relations and extension service; personnel; finance; relations of faculty and curriculum; selection and acquisition of printed materials; problems of nonprint materials; cataloging and classification; binding and conservation; circulation work, including inter-library loans; reference and bibliography; instruction in the use of the library; evaluation of collections and services; buildings and equipment; cooperation; and reading problems. Since *College and Research Libraries* has just celebrated its tenth anniversary, it seems fitting to limit studies to the past 10 years. It was not possible to examine every unpublished study, of course, so that some studies are merely mentioned to indicate the direction of investigation. Many of the published studies have been examined. An effort has been made to include those studies which have made a contribution to our knowledge of college librarianship, but there is no claim that all such studies have been noted. Sources include the Cole list in the *Library Quarterly*, the Charles' annotated list of Chicago studies, the current "Research in Progress in Librarianship," issued by Sarah R. Reed of the Graduate Library School, and *Library Literature*.

Foundations and Historical Backgrounds

Just as members of staffs of other social institutions have been interested in the beginnings of their enterprises, so have librarians. Several studies which may be classified as historical have been made during the past few years. Some have been concerned with libraries of particular states, while others are studies of specific institutions. Ruth E. Bo-

¹ Paper presented at the meeting of the College Libraries Section, A.C.R.L., Chicago, Jan. 27, 1950.

gart, for example, studied "College Library Developments in New York State during the Nineteenth Century,"¹² while N. O. Rush was concerned with college libraries in Maine.¹³ Frances L. Spain, in her study of "Libraries of South Carolina,"¹⁴ included material relating to college and university libraries. Among the specific studies are those by Stanley (Earlham College),¹⁵ Knighten (Southwestern Louisiana Institute),¹⁶ Krueger (Carroll College),¹⁷ Irwin (Iowa Wesleyan),¹⁸ and Engley (Amherst).¹⁹ It might be said that historical studies, even with the earlier ones by Shores,²⁰ Storie,²¹ Satterfield,²² Duncan²³ and Atkins²⁴ are relatively few. Indeed, it might be said that the story of college librarianship in America still needs to be told. Among current studies is the one by T. S. Harding, who is studying "College Library Societies of the Nineteenth Century: Their Contributions to the Development of Academic Libraries" (Chicago).

Of what value are such studies, in addition to giving students an exercise in writing about a relevant historical subject? Experience of surveyors of libraries has generally proved it necessary to delve into the history of the institution and its library in order to explain current situations. The historical sections of the surveys of South Carolina, Cornell, V.P.I., A.P.I., Florida, Georgia and other libraries clearly show the factors which have resulted in difficult library situations. A systematic historical study of a library, therefore, has not only scholarly value in pinning down the

facts regarding a particular institution, but it adds to the total picture of college library development in America. More studies of this kind need to be encouraged, although it is admitted that unless they are in survey category, and consider current questions, they are likely to have little direct application to immediate administrative problems.

General Administrative Problems

In *The University Library*, the statement is made that "The controversies which center about certain types of administrative organization of libraries will not be settled until systematic study is made of the efficiency of existing patterns."²⁵ There has apparently been very little systematic study of over-all problems of organization and administration. Guy R. Lyle's book on *The Administration of the College Library*,²⁶ now in its second edition, has been a useful contribution in summarizing and evaluating data as well as in providing some new information concerning the management of the college library. Intensive studies of special problems of organization and administration, however, are limited to such investigations as Felix Reichmann's "The Location of Books on the College Campus,"²⁷ Elizabeth F. Kientzle's "Study of Administrator and Library Committee Relationships in College and University Libraries,"²⁸ Taisto Niemi's "Problems and Considerations Connected with the Inception of a Science Departmental Library at Western Michigan College of Education,"²⁹ and Eli Oboler's "The Process Chart as a Management Device for College and University Libraries: with Special Reference to Circulation Routines."³⁰

A number of college librarians have followed the pattern which is being established in university and large public libraries in dividing their organizations into readers' and technical services divisions. Joseph L. Cohen's study of "The Technical Services Division in Libraries"³¹ has already revealed that there are many unresolved problems in this type of library organization.

¹² Wilson, L. R., and Tauber, M. F. *The University Library*. Chicago, University of Chicago Press, 1945. p. 312.

¹³ New York, H. W. Wilson, 1949.

¹⁴ M.A., Chicago, 1942.

¹⁵ M.A., Denver, 1948.

¹⁶ M.A., Denver, 1948.

¹⁷ M. A., Chicago, 1949.

¹⁸ In process, Columbia.

¹⁹ M. S., Columbia, 1948.

²⁰ "A History of College Libraries in Maine." M.S., Columbia, 1945.

²¹ Ph.D., Chicago, 1944. "The History of the Earlham College Library." M.A., Illinois, 1947.

²² Knighten, Loma. "History of the Southwestern Louisiana Institute Library, 1900-1948." M.S., Columbia, 1950.

²³ Krueger, Hannah. "History of Carroll College Library." M.A., Chicago, 1943.

²⁴ Irwin, Maurine. "History of Iowa Wesleyan University Library." M.A., California, 1947.

²⁵ Engley, Donald. "The Emergence of the Amherst College Library, 1821-1911." M.A., Chicago, 1947.

²⁶ Shores, Louis. *Origins of the American College Library, 1638-1800*. Nashville, George Peabody College, 1934.

²⁷ Storie, C. P. "What Contributions Did the American College Society Make to the College Library?" M.S., Columbia, 1938.

²⁸ Satterfield, V. "The History of College Libraries in Georgia as Interpreted from the Study of Seven Selected Libraries." M.S., Columbia, 1936.

²⁹ Duncan, R. B. "A History of George Peabody College Library, 1785-1910." M.A., George Peabody College, 1940.

³⁰ Atkins, Eliza. "A History of Fisk University Library and Its Standing in Relation to Other Comparable Institutions." M.A., California, 1930.

Public Relations and Extension Service

Although college librarians are concerned with the problems of public relations, few studies in this area have been carried on intensively. The survey made by Barcus in 1946²² included many of the aspects of a public relations program. A recent study by Williams was concerned with "College Library Publications as Media for Public Relations."²³ Agnes Reagan made a detailed study of the incidence and problems of college library exhibits.²⁴ While university libraries and land-grant college libraries have been included in a few studies relating to extension work (e.g., H. E. Helmrich, "Relationship of State Universities and Land-Grant Colleges in the Pacific Northwest to State-Wide Library Service," M.S., Columbia, 1939; Mildred H. Lowell, *College and University Library Consolidations*, Eugene, Oregon State System of Higher Education, 1942; and J. G. Hodgson, "Rural Reading Matter as Provided by Land-Grant Colleges and Libraries," Ph.D., Chicago, 1946) there have been no systematic investigations of the service in the liberal arts college library as a separate entity. A few reading studies, commented upon in a later section, include work with alumni.

Personnel

Studies of personnel problems include investigations of the work of student assistants,²⁵ the activities of librarians in Mississippi,²⁶ the reading of librarians,²⁷ staffs in Negro colleges,²⁸ academic status of Negro college librarians,²⁹ retirement plans,³⁰ worker morale

among college catalogers,³¹ and faculty rank of college and university librarians.³² The last mentioned study, by Frank A. Lundy, is a detailed study of present practice in 35 college and university libraries. In addition to presenting new material gathered through correspondence, it is also a summary of a number of studies of personnel made in individual institutions. Undoubtedly, the Bryan study of public librarians (a report of the Public Library Inquiry) will contain suggestions which will be applicable to academic librarians.

Finance

Investigations of problems in financing of the college library have dealt with comparative statistics,³³ administration of book funds,³⁴ budgets of Negro college libraries,³⁵ and records.³⁶ The effort to develop standards of library support, based on certain criteria, continues although libraries are having a more difficult time with appropriating bodies.³⁷ Several of the university and land-grant college library surveys contain material on financial problems which should be useful to college librarians. On the whole, however, it might be said that research into problems of finance has been relatively meager. Knapp's study³⁸ of costs in a preparation department of a college library is an example of the type of project that other individual li-

²² Herrick, Mary D. "Status of Worker Morale among College Catalogers," *College and Research Libraries*, 11:33-36, January 1950.

²³ "Faculty Rank of Professional Librarians," M.L.S., California, 1948. See also Geiland, Morris A. "The College Librarian in the Academic Community," *College and Research Libraries*, 10:129-34, April 1949.

²⁴ Strauss, Lovell H. "The Liberal Arts College Library, 1929-1940; A Comparative Interpretation of Financial Statistics of Sixty-Eight Representative and Twenty Selected Liberal Arts College Libraries," M.A. Chicago, 1942.

²⁵ Muller, Hans. "The Administration of Book Funds in College Libraries," M.A., Chicago, 1941. See also Ellsworth, R. E. "Survey of Current Practices in Colleges and Universities with Respect to Management of Book Funds," *College and Research Libraries*, 3:252-54, June 1942.

²⁶ Peters, Wilk S. "Library Budgets in Negro Colleges," M.S., Columbia, 1941.

²⁷ Trent, Robert M. "Financial Records of College Libraries," M.S., Columbia, 1939. (Although dated 1939, this is one of the important studies of financial problems of college libraries.)

²⁸ A.L.A. Board on Salaries, Staff and Tenure. Subcommittee on Budgets, Compensation and Schemes of Service. *Classification and Pay Plans for Institutions of Higher Education*, 2nd ed., vol. II, "Degree-conferring Four Year Institutions." Chicago, A.L.A., 1947. See also Carlson, William H., chairman. *College and University Libraries and Librarianship: An Examination of Their Present Status and Some Proposals for Their Future*. Chicago, A.L.A., 1946.

²⁹ Knapp, Patricia B. "A Cost Study of the Preparation Department of a Small College Library," *Library Quarterly*, 13:335-37, October 1943.

²⁵ Barcus, T. R. "Incidental Duties of the College Librarian," *College and Research Libraries*, 7:14-23, January 1946.

²⁶ Williams, Dagny H. "College Library Publications as Media for Public Relations," M.A., Denver, 1948.

²⁷ Reagan, Agnes. "College Library Exhibits: An Investigation and Report," *College and Research Libraries*, 5:246-58, June 1944.

²⁸ Oberheim, Grace M. "Predicting Success of Student Assistants in College Library Work," M.S., Columbia, 1941. Also Brown, Helen M. "Conditions Contributing to the Efficient Service of Student Assistants in a Selected Group of College Libraries."

²⁹ Harkins, Anna E. "The Activities of Librarians in the Universities and Senior Colleges of the State of Mississippi," M.S., Columbia, 1943.

³⁰ Hotelling, Donald O. "Reading Patterns of College and University Librarians," M.S., Columbia, 1948.

³¹ Hutton, Leonelle M. "Library Personnel in Negro Colleges," M.A., Chicago, 1948.

³² Copeland, Emily A. "Academic Status of Librarians in Institutions of Higher Education for Negroes," M.S., Columbia, 1948.

³³ Stieg, Lewis F. "Retirement Plans for College and University Librarians," *College and Research Libraries*, 11:110-16, January 1950.

braries probably have carried on in order to justify expenditures.

Relations of Faculty and Curriculum

Efforts on the part of students to study the library's relations to the educational program have also been few, despite the importance of the problem. Hagan, for example, studied the "Libraries of Six Liberal Arts Colleges Operating under Progressive Education Programs,"³⁹ while Coleman was concerned with "Changes Needed in the Library of a Small Liberal Arts College to Meet the Needs of the New Curriculum."⁴⁰ Wray approached the problem from the standpoint of holdings.⁴¹ Sister Rose Warburton examined the literature on the question of the "Attitude of the Educator towards the College Library."⁴²

Selection and Acquisition of Printed Materials

While almost any study of library materials—books, periodicals, pamphlets and other forms—should be potentially significant to all librarians, special efforts have been made by students of college libraries to investigate problems related to the building up of collections. At Columbia, a series of studies has been made concerning reviewing in periodicals in certain subject fields—food and nutrition,⁴³ biology,⁴⁴ political science,⁴⁵ classics,⁴⁶ music,⁴⁷ English and American literature,⁴⁸ economics,⁴⁹ higher education,⁵⁰ technology,⁵¹ philosophy,⁵² and general works⁵³—

for book selection purposes for college libraries. How much college librarians have used these studies—they represent a type of study that requires periodic revision—is a question which needs to be answered by a separate study. Essentially, the methodology is to examine reviews in a group of periodicals in a special subject field and appraise them on the basis of certain criteria of evaluation.

Another approach to book selection has been through analysis of publications. This has been done by considering book usage,⁵⁴ or selecting lists of books on the basis of minimal needs,⁵⁵ or for background purposes,⁵⁶ or for the requirements of certain college libraries.⁵⁷ Again, these studies will have a certain value for the time when they appear. It should be pointed out that these studies, as well as those of book reviewing adequacy, tend to add little in the way of new approaches to studying library problems. They fall within the category of critical bibliography.

In addition to these studies dealing with the selection of books, there has also been some interest in the collecting of such materials as serials in the field of sociology,⁵⁸ chemical engineering periodicals,⁵⁹ and maps.⁶⁰ A number of similar studies were made prior to the period being covered by this review. Insofar as acquisitions administration is concerned, three recent Columbia studies may be noted. These are Lena Biancardo's "Desiderata Files in College and University Libraries," (1950); A. F. Lane's "Exchange Work in College and University Libraries," (1950); and R. W. Christ's "Acquisition Work in Ten College Libraries," (1948).

in a College Technology Library." M.S., Columbia, 1939.

³⁹ Maxfield, D. K. "The Adequacy of the Reviews of Certain Journals of Philosophy for Book Selection in College Libraries." M.A., Columbia, 1946.

⁴⁰ Boyce, Margaret. "Book Reviewing Adequacy of Certain Literary Journals for College Library Book Selection." M.S., Columbia, 1939.

⁴¹ Blackney, Anna L. "Principles of Book Selection Based on an Analysis of Book Usage in a Liberal Arts College." M.A., Chicago, 1941.

⁴² Dunn, Sister Helen. "Minimum Basic List of Spanish Books for the Four Year Liberal Arts College." M.A., Columbia, 1940.

⁴³ Marie L. Celine, Sister. "Background Books in the Biological Sciences for the First Two Years of Liberal Arts Colleges." M.A., Columbia, 1945.

⁴⁴ Moll, Boniface E. "Basic List of Books in Sociology for Catholic Liberal Arts Colleges." M.S., Columbia, 1942.

⁴⁵ Garfield, Jane. "The Most Desirable Serials in the Field of Sociology for a Four Year Liberal Arts College Library." M.A., Columbia, 1943.

⁴⁶ Smith, Maurice H. "Selection of Chemical Education Periodicals in the College Library." M.A., Columbia, 1942.

⁴⁷ Riesner, Marianna. "The Acquisition of Map Material for a College Library." M.A., Illinois, 1948.

³⁹ Hagan, Helen. M.A., Columbia, 1941.

⁴⁰ Coleman, L. Zenobia. M.A., Columbia, 1943.

⁴¹ Wray, Carolyn. "Coordination of Library Holdings with Curriculum at Gardner-Webb College." M.A., Peabody, 1948.

⁴² M.A., Chicago, 1945.

⁴³ Cullipher, Martha R. "Book Reviewing Adequacy for College Library Book Selection of Certain Technical Periodicals Relating to Foods and Nutrition." M.S., Columbia, 1939.

⁴⁴ Doggett, Marguerite V. "Extent to Which the Book Reviews in Certain Biological Journals Meet the Needs of College Library Book Selection." M.S., Columbia, 1940.

⁴⁵ Henry, Eugenia M. "Book Reviewing Adequacy of Some American Journals of Political Science." M.S., Columbia, 1939.

⁴⁶ Sister Jane Frances. "Book Reviewing Adequacy of Certain Classical Periodicals for College Library Book Collections." M.S., Columbia, 1939.

⁴⁷ Hawkins, Jane S. "Book Reviewing Adequacy of Certain Musical Journals for College Library Book Selection." M.S., Columbia, 1941.

⁴⁸ Kogan, Marie J. "Value of Book Reviews of English and American Literature for College Library Book Selection." M.S., Columbia, 1941.

⁴⁹ Rogers, Mary E. "Book Reviewing Adequacy of Certain Economic Periodicals for Use in College Library Book Selection." M.S., Columbia, 1942.

⁵⁰ Steele, Rea J. "Book Reviewing Adequacy of Certain Periodicals in the Field of Higher Education." M.S., Columbia, 1940.

⁵¹ Whitford, Robert H. "Evaluation of Certain Technical Reviewing Media as Book Selection Aids

Problems of Nonprint Materials

Examination of periodical literature will reveal the presence of a large number of articles on the treatment of nonprint materials. There are few intensive studies of the problems created by these materials, however. In addition to an early study on the handling of serials,⁶¹ recent theses have investigated the problems of educational films and records,⁶² and the distribution of microfilm in libraries in Ohio.⁶³

Cataloging and Classification

Under the heading of general administrative policy in cataloging, we have studies dealing with centralization of work,⁶⁴ size of staffs,⁶⁵ and satisfaction of catalogers in their work.⁶⁶ The various studies at the Library of Congress by Lucile Morsch and others have definite applications to problems of cataloging in college libraries. A number of students have been concerned with the characteristics of the card catalog, including such aspects as the methods of indicating serials holdings,⁶⁷ the practice of making analytics,⁶⁸ and the division of the catalog.⁶⁹ Another study has been made of the content and use of the shelflist.⁷⁰ The investigation by Knapp is the only recent intensive study we have of the use of the card catalog in the college library.⁷¹ Studies by A. E. Markley, L. C. Merritt and W. H. Brett, now in progress at the University of California, will probably

provide new insights into problems relating to the use of the catalog, though on a university level.

Actually, little study has been made of problems of classification. One student has assembled information about special classifications in college and university libraries.⁷² The problem of recataloging and reclassification in college and university libraries was also considered.⁷³

Binding and Conservation

Although binding and conservation of materials are becoming more and more serious problems for librarians, the only study prepared during the period is Margaret H. Hughes' "Periodical Binding Schedules of Improved Reader Service in University and College Libraries."⁷⁴

Circulation Work

Aspects of circulation work considered by students include general studies of use,⁷⁵ the lending of pictures to college students,⁷⁶ application of microfilm to interlibrary loan,⁷⁷ and problems of the reserve book room.⁷⁸ College librarians, like public librarians, have become keenly interested in the application of machine methods, electrically operated or photographic, in circulation work. Comparative studies of these machines have not been made by librarians.

Reference and Bibliography

In the area of reference and bibliography, it may be repeated that with a few exceptions practically any study, on any academic level, should have potential value for the college librarian as he deals with his students and faculty members. Some of the library schools, especially Denver, have encouraged the preparation of bibliographies. These seldom get into print, however. It might be suggested that there be established some publication,

⁶¹ Rothman, F. B., and Ditzion, S. "Prevailing Practices in Handling Serials," *College and Research Libraries*, 1:165-69, March 1940. Summary of a longer study.

⁶² Grass, Sister Mary Winifred. "The Administration, Organization, and Distribution of Educational Films and Recordings in College Libraries." M.S., Columbia, 1947.

⁶³ Cornell, George. "A Survey of Microfilm in Some Ohio College and University Libraries." M.A., Western Reserve, 1949.

⁶⁴ Dickson, Janet S. "Centralized Cataloging in College and University Libraries." M.S., Columbia, 1948.

⁶⁵ Dean, Hazel. "Size of Cataloging Staffs in Academic Libraries," *College and Research Libraries*, 7:52-57, January 1946.

⁶⁶ Herrick, Mary D. "Status of Worker Morale among College Catalogers," *College and Research Libraries*, 11:33-39, January 1950.

⁶⁷ Wimersberger, Evelyn G. "Methods of Indicating Serial Holdings in the Catalogs of College and University Libraries." M.S., Columbia, 1939.

⁶⁸ Meyer, Jean E. "Policy and Practice of Making of Analytics in the Catalogs of Medium-Sized College and University Libraries in New England and the Middle Atlantic States." M.S., Columbia, 1945.

⁶⁹ Thom, Ian W. "The Divided Catalog in College and University Libraries." M.S., Columbia, 1948.

⁷⁰ Wallach, Eileen L. "The Content and Present Use of the Shelflist in the Small College Library." M.S., Columbia, 1943.

⁷¹ Knapp, Patricia B. "The Subject Catalog in the College Library: An Investigation of Terminology." M.A., Chicago, 1943.

⁷² Scott, Mary E. "Special Classifications in Medium Sized College and University Libraries." M.S., Columbia, 1943.

⁷³ Tauber, M. F. "Recataloging and Reclassification of Materials in College and University Libraries." Ph.D., Chicago, 1941.

⁷⁴ M.S., Columbia, 1949.

⁷⁵ Steig, Lewis F. "Circulation Records and the Study of College-Library Use," *Library Quarterly*, 12:94-108, January 1942.

⁷⁶ Whitten, Joseph N. "Picture Loans to College Students for Their Personal Use." M.S., Columbia, 1949.

⁷⁷ Leonard, Richard. "A Study of the Application of Microfilm to Interlibrary Loans in College and University Libraries." M.A., Denver, 1949.

⁷⁸ Lansberg, William R. "Current Trends in the Reserve Book Room." Paper, Simmons, 1949.

either print, offset or other photographic reproduction, to provide access to such studies.

Although there have been several studies relating to reference work,⁷⁹ the only study directly relating to reference work in the college library is Frances Cheney's "The Reference Function of the Southern College Library" (Peabody, 1949).

Instruction in the Use of the Library

Allied to reference work is the problem of instruction in the use of the library. Two studies in this area may be called to your attention. The first is Ann Conway's "Readers' Advisory Work in the Liberal Arts College,"⁸⁰ and the second, Johanna B. Smith's "Library Instruction in Liberal Arts Colleges."⁸¹ On the basis of articles which have appeared in the literature it would seem that this particular aspect of college library service could be subjected to a thorough examination.

Evaluation of Collections and Services

In a preceding section, attention was given to the appraisal of materials in the selecting process of the library. In addition to the relatively large number of such studies, there have been several investigations of college library holdings which might be noted. These include studies of collections in philosophy,⁸² education⁸³ and sociology,⁸⁴ as well as examinations of recent noncurricular books⁸⁵ and current publications received by college libraries.⁸⁶ Such reports as that by Rugg,⁸⁷ "Modern Authors in New England College Libraries," provide helpful information to librarians without necessarily involving evaluation.

The several surveys of libraries, of course, provide information to librarians of what particular institutions have been doing in their collecting activities. Similarly, they also pro-

vide evaluations of services. Several surveys of particular institutions which have appeared in *College and Research Libraries* give other estimates of collections and services.

Checklists issued by the various accrediting associations have been used constantly by college librarians in developing their collections. Eileen M. Thornton has prepared a study which seeks to re-evaluate the North Central Association checklist holdings of a group of college libraries by weighted values instead of by a numerical count.⁸⁸ This study represents a distinct departure in the approach to checklists. Gosnell⁸⁹ and Stieg⁹⁰ have analyzed problems of obsolescence and evaluation by use, respectively.

Buildings and Equipment

In the matter of library buildings, one may find in the literature a large number of descriptions of individual libraries, as well as statements concerning new ideas and principles of construction. In 1946, Reynolds made a study of university library buildings in the United States (1890-1939).⁹¹ Earlier, Andrews considered trends in college library buildings,⁹² and Buchanan studied library buildings of teachers colleges.⁹³ The Chicago Institute of 1947 contained a number of papers which have application to college libraries as well as to other types of libraries.⁹⁴ This is also true of the recent book by Burchard and others.⁹⁵ Undoubtedly, we have not reached the end of studies of buildings.

Few studies of equipment have appeared. The use of photographic and other equipment in circulation work has resulted in a number of articles in journals. At the present time, a study by Blasingame on the use of I.B.M. equipment in libraries is under way,⁹⁶ while McGaw is investigating the use and applica-

⁷⁹ For example: Cole, Dorothy E. "An Analysis of Adult Reference Work in Libraries." M.A., Chicago, 1943.

⁸⁰ M.A., Denver, 1948.

⁸¹ M.A., Western Reserve, 1949.

⁸² Falvey, Daniel P. "Survey of Holdings in Philosophy of Representative College Libraries, with an Authoritative List of Books in the Field." M.S., Columbia, 1940.

⁸³ Berry, Leona. "A Survey of the Education Collection of the Mary Reed Library of the University of Denver." M.A., Denver, 1949.

⁸⁴ Logsdon, R. H. "The Instructional Literature of Sociology and the Administration of College Library Book Collections." Ph.D., Chicago, 1942.

⁸⁵ Hoskinson, Alice L. "Recent Non-curricular Books in College Libraries." M.A., Chicago, 1943.

⁸⁶ Krehbiel, Leona G. "Current Publications and College Library Accessions." M.A., Chicago, 1941.

⁸⁷ *College and Research Libraries*, 6:54-57, December 1944.

⁸⁸ Thornton, Eileen M. "The North Central Association on Check-list: Some Experiments in Its Application." M.A., Chicago, 1945.

⁸⁹ Gosnell, Charles F. "Obsolescence of Books in College Libraries." *College and Research Libraries*, 5:115-25, March 1944.

⁹⁰ Stieg, L. F. "Technique for Evaluating the College Library Book Collection." *Library Quarterly*, 13:33-34, January, 1943.

⁹¹ Reynolds, H. M. "University Library Buildings in the United States, 1890-1939." M.A., Illinois, 1946.

⁹² Andrews, Thelma. "Trends in College Library Buildings." M.A., Chicago, 1945.

⁹³ Buchanan, Lillian M. "Library Buildings of Teachers Colleges, 1932-1942." M.A., Columbia, 1944.

⁹⁴ Fussler, H. H., ed. *Library Buildings for Library Service*. Chicago, A.L.A., 1948.

⁹⁵ Burchard, J. E., etc. *Planning the University Library Building*. Princeton, Princeton University Press, 1949.

⁹⁶ Blasingame, Ralph U. "The Applications of I.B.M. in Libraries." (In process at Columbia.)

tion of marginal punched cards in college and university libraries.⁹⁷

Cooperation

Aspects of cooperation are included in specialization in acquisitions programs, in contributions to union catalogs and bibliographic centers, in interlibrary lending, and regional coordination.⁹⁸ *College and Research Libraries* has during the past 10 years published articles in all of these areas. While they have not been exhaustive, they have added to our knowledge of the various activities and opportunities in cooperation. College libraries in the New York metropolitan area have been participating in discussions on cooperation held during the past three years.

Reading Problems

Under the rubric of reading problems may be listed studies relating to both reading and other use of the library. Among recent studies are those which involve students as a group,⁹⁹ freshmen,¹⁰⁰ women students,¹⁰¹ alumnae,¹⁰² and faculty members.¹⁰³ The use

of reading material as a factor in attitudes of college students concerning social problems was also investigated.¹⁰⁴ Primarily, the methodology of the reading studies is the analysis of circulation records or the manipulation of data obtained through questionnaire and interview.

Summary

This review of studies of the last 10 years is concerned with more than 100 studies which have been made of problems concerning the liberal arts college library. Another 50 or so studies could be added if the teachers college libraries, junior college libraries, and university libraries were included. These figures exclude the numerous bibliographical studies of a descriptive and enumerative type. Historical studies, and investigations of problems of personnel, collections and use predominate.

One final word on methodology is pertinent. Many of the studies have been carried on through the device of obtaining data by questionnaires. Many college and other librarians are annoyed by the never-ending questionnaires and checklists which come to them from students working on theses and dissertations. Librarians interested in substantial answers to questions disturbing them also need to use the questionnaire to obtain information. Correctly used, however, the questionnaire is an appropriate instrument for gathering data.

On the basis of queries which have been noted, there seem to be some librarians who apparently have not taken full advantage of many of the studies made. The need for dissemination of findings of studies of general interest has been emphasized by the Committee on Research of the Association of American Library Schools. So far as possible, studies are listed in *College and Research Libraries*, and an effort is made to present in partial form some of the studies. Other library periodicals also contain reports of studies of college library problems. The A.C.R.L. office in Chicago has been collecting significant documents reflecting current practices in college, university and reference libraries, available on loan to members of A.C.R.L. A résumé of the materials collected, prepared by Orwin Rush, appears in this issue of *College and Research Libraries*.

¹⁰⁴ Gordon, Edna C. "Reading Materials as a Factor in the Attitudes of College Students concerning Certain Social Problems." M.S., Columbia, 1948.

⁹⁷ McGaw, Howard F. "Marginal Punched Cards—Their Use in College and University Libraries." (Ed.D., in process at Columbia Teachers College.)

⁹⁸ Hoole, W. S. "Library Cooperation in the North Texas Region." *College and Research Libraries*, 5: 127-39, September 1944; Sampley, A. M. "Five Years of Library Cooperation in the North Texas Region." *College and Research Libraries*, 10:24-26, 68, January 1949.

⁹⁹ Willoughby, Mabel E. "Library Service at Howard College in Relation to the Reading of Faculty and Students." M.S., Columbia, 1941; Ream, Bessie E. "The Reading of Students and Faculty at Chicago Teachers College." M.A., Chicago, 1943; Hott, Margaret J. "Three Areas of Student Use at Russell Sage College, 1940-1944." M.S., Columbia, 1947; Connor, E. Faye. "Reading Interests of Huntington College Students." M.S., Michigan, 1947; Kavanagh, Sister Clarence Marie. "A Study of Non-curricular Reading at Marian College." M.A., Chicago, 1948; McLeod, Joyce. "Pleasure Reading of the College Students." M.A., Denver, 1948; Todd, Ann M. "Undergraduate Student Reading at the University of Missouri." M.A., Chicago, 1948; Rappel, Josephine E. "Student Use of the College Library and Its Relation to the Student Use of the Public Library." M.S., Columbia, 1949; Mary Elvira, Sister. "How Much Do College Students Read?" *Catholic Library World*, 17:271-76, May 1946; Thorne, J. A. "Analysis of College Student Book Loans in Relation to Intelligence Ratings and Reading Interests: A Study at Plymouth Teachers College." M.S., Columbia, 1946; Smith, G. Donald. "Nature of Student Reading." Ph.D., Chicago, 1946; Bell, Martha S. "Use of Randolph-Macon Woman's College Library as Shown by Student Loans." M.A., Columbia, 1942.

¹⁰⁰ Kemp, Frances E. "Freshman Reading in a Progressive College." M.S., Columbia, 1941.

¹⁰¹ Melania Grace, Sister. "An Analysis of the Extra-Curricular Reading of College Women in Relation to Their Personality Traits and Other Characteristics." M.A., Chicago, 1942.

¹⁰² Tiplady, Charlotte M. "Reading and Reading Interests of Alumnae of Hollins College." M.S., Columbia, 1940.

¹⁰³ Nicholson, Margaret E. "College Faculty Reading and Popular Books." M.A., Chicago, 1940.

Areas for Research and Investigation in the College Library Field¹

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This is a report of a quick survey made for the College Libraries Section of the A.C.R.L. in December 1949. Sixty-three librarians from 29 states responded to the request for information. Several of these librarians replied at some length and suggested a number of problems for investigation. In some cases the results of special staff meetings on this topic were reported, with suggestions being contributed by members of the professional staff as well as by the chief librarian. The general tone of the replies indicated not only a spirit of goodwill toward the current project but also a great depth of interest in the topic being investigated.

One hundred and thirty-nine problems were suggested by the respondents. The following categories for classifying the data were developed:

1. General administrative problems
2. Public relations and extension services
3. Personnel
4. Finance
5. Relations with faculty and curriculum
6. Selection and acquisition of printed materials
7. Problems of nonprint materials
8. Cataloging and classification
9. Circulation work, including interlibrary loan
10. Reference and bibliography
11. Instruction in the use of the library
12. Evaluation of collections and services
13. Buildings and equipment
14. Cooperation with other institutions
15. Reading problems

Numerically, the problems relating to the general administration of the college library seem to be of most importance to college li-

brarians. Other problems mentioned frequently are those of nonprint materials, finance, instruction in the use of the library, personnel and buildings. Problems mentioned least frequently are: reading, relations with faculty and curriculum, and reference and bibliography. Table 1 shows the rank order of returns:

Are there any regional differences in the topics suggested by college librarians? In order to answer this question, the returns were divided into four regional groups, namely, East, South, Midwest, and West. The fields in which eastern college librarians expressed greatest interest are: general administrative problems, finance, problems of nonprint materials, instruction in the use of the library, buildings and equipment. In the South, instruction in the use of the library was the field mentioned most frequently; relations with faculty and curriculum, general administrative problems, selection and acquisition of printed materials, and evaluation of collections and services are included in the most frequently mentioned fields. Midwestern librarians found general administrative problems and problems of nonprint materials most important, with finance, buildings, cataloging and instruction in the use of the library next in importance. In the West, finance seemed to be the field of greatest interest, with problems of nonprint materials tying for second place.

What are the research interests of specialized institutions, as opposed to the general trend? Not enough data were available from Catholic institutions to provide any statement. Research interests of teachers colleges as expressed by the returns center very definitely in the following areas: instruction in the use of the library, buildings and equipment, personnel, and problems of nonprint materials. Negro institutions express almost their entire interest in the fields of circulation work and instruction in the use of the library. Interests of the technical colleges seem to be

¹Based on a paper presented at meeting of the College Libraries Section, A.C.R.L., Chicago, Jan. 27, 1950.

Table 1

Subject Field	Rank Order
Administration	1
Nonprint materials	2
Finance	3
Instruction	3
Personnel	5
Buildings	5
Evaluation	7
Cataloging	8
Selection of printed materials	9
Public relations	10
Circulation	10
Cooperation	10
Reading problems	10
Relations with faculty and curriculum	12
Reference and bibliography	12

distributed fairly evenly over the various categories, with only slight concentration of interest in evaluation of collections and services.

No evaluation of the facts concerning the regional differences in research topics or the research interests of specialized institutions can be attempted. They are presented merely as indications of possible trends.

Before turning to an examination of the specific questions which have been raised in each of the subject areas it is necessary to note the fact that there was no attempt to define the terms "research" or "investigation" for the respondents. It is readily apparent that the returns represent several different levels of endeavor, ranging from the quick service study of value to one institution to the formalized project which makes an original contribution to professional literature.

General Administrative Problems

A number of somewhat varied problems fell within this category. Several respondents mentioned the problems of library statistics. Particular mention was made of the need for a code which would enable the collection of uniform and comparable data. In this connection was mentioned the need for ascertaining the potential usefulness of types of statistical data which are not now being collected. Other studies which might be undertaken include: problems in the administration of small staffs, effectiveness of the library committee as an administrative tool, further investigation of the whole student assistant problem. Two or three librarians raised the question of closed vs. open stacks, particularly as it relates to

the mutilation of library materials. A study of divisional vs. functional arrangement of college libraries seems to offer a challenge, as does the question of the optimum size of the library for undergraduate use. Finally, there is the forthright request for "an honest report on whether 'Friends of the Library' groups have generally proved to be more troublesome than rewarding."

Public Relations and Extension Services

The question raised most frequently in this area concerns the participation of the college library in radio and television programs sponsored by the college. Other respondents wish to know how far the college library should go in sponsoring or materially aiding adult education programs or other types of extension work.

Personnel

Status of college librarians was the problem most frequently mentioned in this category. Several librarians asked for new studies which would compare library staffs with teaching staffs with respect to salary, rank, privileges, tenure, and institutional responsibilities, including committee work. Other problems which were suggested include: standards for the selection of college library personnel, and induction techniques.

Finance

Financial problems are several, but the budget seems to be one of the most pressing. Apparently college librarians have never solved to their satisfaction the problem of the objective distribution of the book funds among the academic departments. Another fundamental problem is raised by a librarian of a land-grant college: "Standards of financial support for college libraries differ remarkably from the standards of financial support for university libraries. Should this be, and if so, why? Why has it been assumed in the past that university libraries need more money on a basis of per student enrolled than college libraries?"

Cost studies of processes are indicated: for maintaining open or closed reserves, for ordering books and other material, for discarding books, for handling gifts. Several persons expressed interest in accounting and bookkeeping practices and in the relation of the library to the college fiscal office. New cost studies in cataloging, similar to those made before the

war by Miller, Knapp and Rider seem to be needed. A liberal arts college librarian outlines a long-range project: "Subject: Projection of costs in salaries for personnel and in equipment over a certain period of years for library collections of a certain size and rate of growth. In other words—how much does the cost of care and administration of a collection increase as the collection of books and other materials increases? A mathematical equation or group of equations which could be applied to libraries of different sizes or of different rates of growth would be of enormous value, if the figures could be worked out."

Relations with Faculty and Curriculum

One librarian has asked for techniques for faculty indoctrination. Another wishes to know how to motivate the faculty to assume its full responsibility for book selection. These are typical of the problems which were raised in this category.

Selection and Acquisition of Printed Materials

An investigation of publishers' and jobbers' discounts to college libraries has been suggested. Further aids to the selection of periodicals and documents for college libraries appear to be needed. One person noted the need for a revision of Kathryn N. Miller's *Selection of United States Government Documents for the Liberal Arts College*. Another librarian recommends further investigation of techniques for the exchange of duplicates.

Problems of Nonprint Materials

The problems classified within this category fall into two groups. The first of these deals with audio-visual aids: the library's responsibility for administering them, problems of acquisition, cataloging, housing, and use of such materials. The second group of problems relate to the implications of photographic techniques for college libraries. College librarians are interested in knowing what specific effect the use of microfilm and microcards will have on future planning in terms of space, staff, finance, binding, and cataloging.

Cataloging and Classification

The question, "The card catalog—finding list or reference tool?" is a very pertinent one to one college librarian who, as he phrases it, is confronted "with the possibility of having

to catalog a 130,000 volume reference library in the face of high costs." Interest is expressed in the problem of quick and economical processing of materials of temporary interest. Reducing the cost of cataloging seems to be of as much interest to college librarians as to their colleagues in other branches of library service. Several needed publications were mentioned: a subject heading list for undergraduate colleges, a cataloging code for the small college library, and a list of reference books useful to college library catalogers.

Circulation Work

Methods of reducing costs of interlibrary loans, a study of college library charging systems, and studies of the control of overdue books are mentioned in this area.

Reference and Bibliography

One respondent thinks that a study of readers' advisory work in colleges would be valuable. Another raises what appears to be a fundamental question, "Where does teaching leave off and the giving of assistance to students begin?" implying the need for a more searching definition of college reference work. A directory of the special collections in college, university and research libraries was suggested.

Instruction in the Use of the Library

Great interest has been shown in this aspect of college library work. Among the responses may be found these requests: (1) accounts of successful full-length courses of library instruction for undergraduates; (2) the development of new objective tests of library knowledge for use with entering freshmen; (3) study of library instruction for upper classmen; (4) development of effective teaching materials, including audio-visual aids; (5) evaluation of various types of instruction employed in teaching undergraduates the use of the library.

Evaluation of Collections and Services

Discarding of books, that process which has been called "book selection in reverse," is of great concern to college librarians. Several librarians are seeking objective criteria for use in this connection. As a teachers college librarian expressed it: "We are all jam packed with material whether we have large libraries or small ones, and all of us are faced with the

problems of what to keep and what to throw away. Too many librarians are attempting to make their libraries exhaustive on too many subjects. So someone should make a study of what the college library should do about discarding, and formulate some sort of yardstick as to what the library should collect and keep."

Two librarians mentioned evaluation of standard lists of books for colleges, while another is interested in finding methods of determining faculty and student opinion of library practices and services.

Buildings and Equipment

The problem of whether to build a new building or to remodel the old one is far from a theoretical matter, if we judge from the responses of college librarians. Others are interested in knowing how the modular type of building is meeting the needs of colleges. A teachers college librarian indicates a widespread need, for "... standards for college library buildings capable of being administered by two librarians plus student assistants. I believe there are more college libraries in this class than any other, yet the plans discussed in our literature are always for much larger buildings."

Three librarians expressed interest in knowing what labor-saving devices can be effectively used in the college library.

Cooperation with Other Institutions

The title of this category describes the problems raised therein. Librarians are inquiring if cooperation is feasible on a regional basis, either in terms of cooperative processing or in specialization by subjects.

Reading Problems

The chief concern expressed was for the extracurricular reading of students—how to find out what it is, how to enrich and extend it.

The request for information upon which this study is based included two questions: (1) What problems in the college library field need to be investigated; (2) Where and by whom should this work be done? Although the respondents were both articulate and precise in answering the first question, answers to the second were not nearly so satisfactory. Only 28 of the 139 problems provided an indication of where and how the work should

be done. Most of the librarians indicated either an A.C.R.L. committee or librarians in individual institutions as the agencies or persons best fitted for handling these projects. In only four cases was it indicated that the research might be done as a dissertation, although it is apparent that many of these problems are suitable research topics for students working for the A.M., M.S. and Ph.D. degrees in library schools.

No systematic check of the above problems was made in order to ascertain if they had already been investigated; however, it was possible to examine the data compiled by Maurice F. Tauber in a paper which appears elsewhere in this issue. The study by Elizabeth F. Kientzle² would seem to meet the need of the librarian interested in the effectiveness of the library committee. To the several college librarians who expressed concern over the status of college library staffs the thesis of Frank A. Lundy, "Faculty Rank of Professional Librarians,"³ should be helpful. The topic of accounting and bookkeeping practices in colleges was studied by Robert Maxwell Trent in 1939.⁴ The suggestion that an evaluation of the North Central check list be evaluated has been approached in the thesis of Eileen M. Thornton.⁵

To draw valid conclusions from a casual study such as this has been would be a hazardous undertaking. One can be sure, however, that college librarians are able to look at their work objectively, that they take a rational view of their limitations, and that they raise substantial and defensible problems which are drawn from the very heart and center of college librarianship. Only one serious omission is evident. In no case did a college librarian indicate that a survey of his institution ought to be made, or that its history should be written, yet it is generally recognized that surveys and historical studies have an important place in college library literature.

One of the respondents stated something like this: "Every aspect and operation of college libraries is in need of constant scrutiny and evaluation." Our brief investigation tends to substantiate that this is indeed so.

² "Study of Administrator and Library Committee Relationships in College and University Libraries." A.M., Denver, 1948.

³ M.L.S., California, 1948.

⁴ "Financial Records in College Libraries." M.S., Columbia, 1939.

⁵ "North Central Association Reference Check-List; Some Experiments in Its Application." A.M., Chicago, 1945.

Documents Reflecting Current Practices in Library Administration

Mr. Rush prepared this paper when he was executive secretary of A.C.R.L. He is now librarian, University of Wyoming.

MANY of the readers of *College and Research Libraries* have helped and will continue to help in a plan to assemble in the office of the executive secretary a collection of significant documents reflecting current practices in the administration of college, university and reference libraries. The plan is a simple one—and I trust that you are sharing in it. If you are not, all you need to do is to place the Headquarters office on your mailing list to receive not only the published materials of your library such as handbooks, personnel codes, annual reports, newsheets, rules and regulations, but also manuscript materials such as budgets and budget justifications, letters and memoranda prepared for policy conferences with library staff and institutional officers and faculty, and memoranda or orders issued to implement policy decisions. Confidential material should be labeled so that it will not be released except by permission of the originating institution.

You may also share in this project from the other end—and a number of you have already done so. The material is here for your consultation. Many of the items have been loaned, and even additional copies have been made of some of the items in order to meet the number of requests.

Annual Reports

A wide variety of colleges have contributed their annual reports to our col-

lection—denominational schools, theological seminaries, technological schools, small private liberal arts colleges, teachers colleges, state colleges and universities, large private universities, and a few junior colleges. Some are printed, sometimes separately with a handsome print job and sometimes incorporated in the president's report; some are mimeographed; and some are carbon copies. A few colleges who are fortunate enough to have been able to maintain files with an extra set of their annual reports for the last few years have sent us sets covering the last eight or 10 years. However, most of the reports which we have received cover the last fiscal year. The reports usually review briefly the work of each department through the year, summarize the personnel situation, acknowledge gifts received during the year, include a few statistics, and end by citing the most urgent needs of the library. There is considerable variation in the reports—everything from a simple one-page tabulation presented as the annual report, to long dissertations followed by page after page of elaborate tables. Other points often brought into the reports are tributes to retiring staff members, statements of appreciation to the entire library staff, reports on the progress of reclassification programs and of special collections, lists of donors of items to the library, and introduction of new staff members. The particular needs cited in the reports vary from a reference librarian (this school has never had one!) to air-conditioning for the rare book room, from a water cooler to a building, from janitor

service to a modern lighting system. Almost all the reports mention two major difficulties—that of securing trained library personnel on the professional level (apparently the situation in regard to competent clerical help is easing up) and that of space for more books and for larger seating capacity. A usual comment was: we can seat only one eighth, or one tenth, or, in a few instances, one twentieth, of our student body. The only reports that did not mention this problem of space for books and students were those from schools who have a definite building program under way, or at least in the architect-planning stage. In regard to the personnel problem the reports usually attribute this to several factors including an actual shortage of trained librarians and low salary scales which do not recognize the fact that librarians spend as much time acquiring their training as do faculty members. (Incidentally, one report attributed better staff morale to the fact that faculty status had been granted to the professional staff.) Another report felt that improved morale and a greatly decreased staff turnover were directly due to a much-improved salary scale.

Handbooks

The handbooks which have been received represent every type and size of college or university and are in every conceivable size and shape. Some are leaflets already punched so that they may be kept in a notebook. At least one was designed to fit the inside coat pocket. They vary from a simple mimeographed sheet to an elaborate printed booklet. Some are illustrated with cartoons. Some larger universities issue separate pamphlets for their various departmental libraries. Most handbooks include floor plans of the library, an explanation of the card catalog usually accompanied by illustrations of entries and of properly filled out call slips, an explanation of the classifica-

tion system in use in the particular library, a brief review of the use of the main periodical indexes, a list of the library regulations, and a table showing the hours the library is regularly open. Occasional features were a list of aids on theme writing, a short discourse on the parts of a book, examples of correctly stated bibliographies and footnotes. One even included some exercises to be filled in to show that the student understood the text. Another included a bibliography of books on useful study habits! We have also received about a dozen faculty handbooks and a few copies of sheets, forms and reminders sent to the faculty in connection with book buying.

Newsletters, Acquisition Lists, Staff Bulletins

The newsletters, acquisition lists, and staff bulletins which have reached us appear to be for very much the same purpose, so we will describe them together. We have received these from a good many institutions. They are usually mimeographed or lithoprinted, and run in length from a couple of pages to eight or 10. They are issued quarterly, monthly, weekly, bi-weekly, or "when the occasion seems to call for one." Their purpose seems to be to acquaint library staff members and faculty members with new acquisitions, especially unusual or hard-to-get items; changes in library regulations as to hours of opening, conditions under which books may be borrowed; unusual or special services which the library is prepared to offer; library staff appointments and resignations; the announcement of a new service; notes on subjects of general interest such as the United States Book Exchange or receipts under the Farmington Plan; reports by staff members on library association meetings or institutes attended; descriptions and announcements of exhibits; requests for co-operation in the collection of school

"ephemera" such as programs, handbills, etc.; staff association news. Some of the acquisition lists are arranged by subject and include the library call numbers. Items occasionally included in the bulletins are such things as an organization chart of the library, an outline of procedure for shifting the public catalog, lists of visitors, descriptions of outstanding gifts to the library, notices of new forms to be put into use, requests for faculty cooperation in book selection procedures, "testimonials" to certain staff members for outstanding work, lists of publications of staff members and/or of faculty members, notes on microfilm acquisition, publicity for library radio programs, comments on the new library school curriculum leading to a master's degree, and comment on censorship in whatever form it may appear. In some instances they have been used for such purposes as presenting a list of the periodicals and newspapers available in the library, a statement of policy with regard to the collecting of books, a questionnaire on the use to which the bulletin was being put (the next issue of this particular bulletin stated that the response to the questionnaire had been favorable), a complete statement of regulations and policy relating to the professional library staff. One newsletter has carried a series of fascinating letters from a librarian describing his European trip and his endeavors while abroad to secure underground publications and other publications of the war period.

Acquisition Codes

A few libraries have sent in their acquisition policies and procedures showing sound planning and division of responsibility not only with the departments of the university but with other institutions as well.

Audio-Visual

A few institutions have sent in their

recommendations and policies regarding audio-visual material—their acquisition, housing, use, and production. One college sends its monthly audio-visual bulletin which reviews a few educational films, tells what services are available in its audio-visual bureau and occasionally comments on types of equipment.

Faculty Information

There seems to be an attempt on the part of many librarians to keep their faculty informed.

1. A number of handbooks specifically for faculty.
2. Statements on reserve shelf procedures, spending of annual book appropriations, book orders, etc.
3. An occasional letter to the faculty.

Library Publications

A few libraries are making known the wealth of their collections by preparing information about their treasures. This material has been received in book, pamphlet, monograph, periodical and mimeographed form.

Special Surveys and Reports

Some that have been received are:

1. "A Survey of Photographic Facilities for Library and Scholarly Purposes in California," 1946.
2. "Report on a Survey of the Problems of Using and Producing Microfilm at Louisiana State University," 1945.
3. "Library Expansion Preliminary Statement of Needs," 1947.
4. "University of Illinois Library Senate Committee on the Library Report," 1946-47.
5. "Northwestern's Report on the Survey of the Rare Book Collection," 1948.
6. *A Survey of the Libraries of Cornell University*, 1948.
7. "The Conservation of Newspaper Resources in California Libraries," 1947.
8. "A Survey of the Library of the Armed Forces Staff College at Norfolk, Va.," 1948.
9. *A Report on the Mary Reed Library*, University of Denver, 1947.

10. "A Survey of the Library of Northwestern State College, Natchitoches, La.," 1947.

11. "The Library Building Situation at Louisiana State University," 1947.

12. "Library (building) Additions at University of Illinois," 1948.

13. "A Library Program for the Universidad Nacional Autonoma de Mexico," 1948.

14. "Appraisal of Stephen F. Austin State College Library According to the Standards of the Southern Association of Colleges and Secondary Schools. . .," 1947.

15. "Report on Status of the Department of Archives and Manuscripts of Louisiana State University, with Recommendations," 1945.

16. "Some Changes in the Organization of the Libraries at Columbia University," 1948.

17. "Special Report from the Librarian, and the 1948-49 Library Budget Request of the Publications and Library Committee of Pacific University," 1948.

18. "Preliminary Detail of the Development Program for Rensselaer Polytechnic Institute Library," 1947.

19. "Russell Sage College Library Report of Conditions," 1946.

20. "Survey, Summary, and Budget Request for the Upper Iowa University Library," 1947.

21. "A Survey Report of the University of Idaho Library in Relation to Comparable University Libraries," 1948.

22. "Colorado State A & M College Library Reorganization Proposals," 1942 (and a number of subsequent reports—the latest dated April 1949).

23. "A Constructive Program for the Baker Library of the Harvard Graduate School of Business Administration."

Miscellaneous

We have received a number of bibliographies—one teachers college got out a monthly bibliography last year listing recent material available in their library, another school issues occasional bibliographies on subjects that are currently in the news. We have also received a few examples of bibliographies prepared in connection with particular courses, such as one of reference materials helpful for graduate students in

English literature, another on hunting lodges, a manual of reference services in education, a selected list of general reference books for college students, general indexes and general bibliographies. A few more elaborate bibliographies covering an entire special collection have also been received.

Several librarians have sent us reports prepared by themselves or by their library building committees summarizing what they believe to be the features most needed in their proposed library buildings. Several colleges and universities have sent us brochures picturing the buildings which they now have under way. And we have received a few pamphlets apparently being distributed to make widely known the particular school's need for a new library building. A few schools have sent us pamphlets issued upon the occasion of the dedication of a new library building.

About a half dozen quite recent staff manuals have been sent, and perhaps a dozen instruction guides or manuals for student assistants in the library.

A number of other items are in the files: perhaps a half dozen organization charts; a few instruction sheets to graduate students and teachers on the possibility of securing interlibrary loans; statements of policy of faculty library committees; a few bulletins directed to organized Friends of the Library groups and some samples of invitations to join the Friends of the Library; policy statements on various subjects such as ownership of books, acceptance of gifts, department and branch libraries, preservation of archives; special reports and self-surveys pointing out particular problems and suggesting means of correcting them, and often suggesting a collecting policy for the school in question; a number of long-term planning and survey reports; a memorandum setting up an inventory committee for the library and giving an

outline of the steps it should take in setting up inventory procedure; blanks for such things as staff monthly timesheets, and circulation, reference, and fines records; statements of acquisition policies in several libraries; a statement of the cooperative collecting policy between two large libraries located in the same immediate vicinity; the occasional letter to the faculty issued by one librarian; notes on cooperation issued by one of the colleges belonging to a regional committee on cooperation; a few items used in courses instructing students in the use of the library; statements to the faculty on book budget; allotments of library funds; functions of and reports of faculty library committees; inter-office correspondence; salary schedules.

Unusual Items

Perhaps also it might be of interest to mention a few of the unusual or "different" items that have come in, such as the following:

Northwestern's nine-page mimeographed statement on *Opportunities for Giving to the Libraries at Northwestern University*; University of Denver's list of Library representatives in faculty departments; Brooklyn College's *Open Letter from the Head of the Circulation Division to the Students at the Main Desk*; West Virginia Library Association's *College Library Newsletter*; University of California at Los Angeles' *Branch Library Code*; Drake's printed list of staff meetings and their topics for the year; University of Arkansas' *Searching Manual*; and the Massachusetts Institute of Technology's *Library Annual*.

Some librarians have been most generous, and their efforts in sending this material are appreciated. However, we should like to receive a lot more from most of you. So that you will have a better idea as to what some libraries are sending us, I should like

to list here as good examples the items received from two different types of libraries.

Brooklyn College has sent us: annual report of the librarian; library handbook for students; library handbook for the faculty; *Recent Accessions and Library News*; *Audio-Visual Bulletin*; Friends of the Library material; bibliographies on 17 different subjects ranging from "What's Wrong with the American Radio" on two mimeographed pages to a 20-page pamphlet on a selected list of general reference books for college students; 38 different printed or mimeographed forms of all types, such as a sheet for the faculty to use when requesting books to go on reserve, instruction to book dealers, statistics report sheets, overdue notices, duplicate order slips, and problems on the use of the library; Function of Departmental Library Committee; information on use of exhibit cases; outline of orientation tour.

Baker Library, Harvard Graduate School of Business Administration, has sent: annual report of the librarian; a guide to Baker Library; *The Growth of the Baker Library*; *The Baker Library as a National Research Institution*; *A Constructive Program for the Baker Library*; *List of Business Manuscripts in Baker Library*; a classified list of industries; a classified list of the geographical and political divisions of the Earth's surface; *Adam Smith and the "Wealth of Nations"*; *The Business School Library and Its Setting*; Baker Library Graduate School of Business Administration Reference Lists; *Business Biographies and Company Histories*; *The Kress Library of Business and Economics*; *The Vanderbilt Memorial Collection of Smithiana*; *The Pioneer Period of European Railroads*; *An Essay on the Proper Method for Forming the Man of Business: 1716*; *The Kress Library of Business and Economics Catalogue*.

University Records and Their Relation to General University Administration¹

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THIS PAPER will bring out some facts relating to the record management problems of three institutions of higher learning, and will offer some conclusions based on the facts. The paper rests on the experience of two men, and is a compounding of their reflections on that experience.² It has had the benefit of the criticism of two recognized experts in the field, Helen Chatfield, record officer, Bureau of the Budget, Executive Office of the President, Washington, D.C., and Dr. Ernst Posner, professor of history and archival administration, American University.

The proposition is advanced at the outset that the instituting of an effective reference service to interpret university records is the ultimate aim of all university record activities. University records answer the questions of university administrators, who must solve current problems and plan for the future, and they provide materials for the

university historians, who seek to peer into the university's past.

The plan of the paper provides for three brief case studies. Two of these cases will be drawn from the university field, and one from the liberal arts college field. This set of three case studies affords some contrasts in record problems, and some opportunities to indicate, even within so small a sample, the extensive scope and enormous variety to be found among bodies of university records.

The first case to be cited will be that of Beloit College, chartered in 1846. The current records of such officers of the college as president, treasurer, business manager, the deans, superintendent of buildings and grounds, registrar, alumni secretary, etc., are maintained in the several offices. In some instances the noncurrent records also are kept in the offices. In others, however, the noncurrent records have been withdrawn and stored elsewhere. The records of the president's office have been subjected on occasion to the weeding process. Some of the older files of this office are now in basement storage, awaiting the weeding process. The faculty minutes of the college, kept in modern containers, are well protected. The trustees' records are abundant, though not absolutely full or complete. Their books of minutes are rounded out and completed by many packets and boxes of "exhibits" and other loose documents. Much of the older material that comes under the heading of "exhibits" and other similar documents pertaining to trustee action is kept in basement

¹ Paper presented at the University Libraries Section meeting, A.C.R.L., Chicago, Jan. 27, 1950.

² Mr. Mood has used university records extensively for purposes of research in preparing a biography of Frederick Jackson Turner, and has examined university records in quantity while surveying those belonging to seven of the eight campuses of the University of California. He has also had administrative experience in record work during the war when he served as chief of Archives Section, Historical Division, HQ., AAF, Washington. Mr. Carstensen has supervised the sorting and arranging (1938-39) of the records of the Central Washington College of Education, founded in 1892; and has collaborated in the development of a detailed plan for the establishment of a permanent record office for the Quartermaster Depot, Seattle. As a historian, he has worked first with the records of the University of Iowa for the period 1846-80, and afterward with those of the University of Wisconsin, 1836-1925.

storage. The same repository also holds a good stock of noncurrent treasurer's records.

The principal, though not the sole repository for noncurrent records is in the basement vault in Middle College, the oldest building on the campus. This fire-resistant room measures 24 by 10 feet, and is eight feet high. Opening off the room is an iron door leading to a smaller vault, which also contains old papers. The possibility exists, of course, that dampness in the smaller vault may cause deterioration of the papers stored there. An evident danger in the larger chamber is the possibility of a break in a steam or water pipe. Under the direction of the business manager, work has already been begun in bringing the papers stored in these places into an orderly system.

In the basement of the college library is to be found an additional stock of record materials. Emeritus professor of history Robert Kimball Richardson has been the college archivist for some years. In his care he has certain pieces which originally formed part of the files of the offices of the presidency and of the treasurer. These record materials have marked interest in relation to the history of the college. Such papers, having been generated as a part of the administrative process, are true "records." The archivist has also in his charge such rich troves of manuscripts of historical interest, such as the Joseph Emerson correspondence, the Chapin correspondence, and the Emerson-Bannister correspondence. These groups of manuscript materials cover the period roughly from 1800 to 1920, and possess high value for the history of the college and the Beloit area. In a strict sense, however, they are not administrative records. The college library also houses a collection of *Beloitiana*, including files of campus newspapers, college catalogs, publications by alumni, books and pamphlets relating to the history of the college, etc.

Officers of Beloit College are aware that

they face record management problems. It is correct to say that they have already begun to take some steps. The valuable organizational work of Professor Richardson and of the business manager are cases in point. The logical sequel to these efforts would be to assign to a professionally trained record management officer the task of putting the total stock of college records in good order according to a well-coordinated and comprehensive scheme. Problems of retention and disposal could be settled by this expert, who would bring to this particular opportunity his professional insight and skill.

The case of a liberal arts college of this kind can now be discussed in general terms. Colleges of the sort do not as a rule possess sufficient stocks of records, or supplies of uncommitted funds to warrant the appointment of a full-time permanent expert, for when he has finished the basic work of organizing the records there is not enough left for him to do. It is possible that this difficulty could be overcome in several ways. A group of liberal arts colleges in the same region could club together and hire an expert between them who would visit each institution in turn, set its records in order and perform other archival functions, and then move on to the next institution in the contracting group. Or, one college could bring in an expert at an agreed-upon fee, who would undertake to accomplish the basic job within a stipulated time. He could undertake to return at stated intervals, in a supervisory capacity, to see that the system he had set up was working smoothly. It should of course be a part of the visiting expert's function to train some permanent member of the college staff in the proper maintenance and servicing of the records, once he has organized them. Indoctrination of this kind involves the establishment of appropriate procedures to make and keep the records as incorporated parts of the institution's assets.

Our second case study will be the Uni-

versity of Wisconsin, chartered in 1848. In this university we have a large institution with a century of growth and development behind it. Its stocks of records are correspondingly voluminous. It is not unlikely that Wisconsin's total record stock, if actually measured, would easily exceed a mile in length, and perhaps it would approach two miles.

A prominent characteristic of the records of a university is their amazing variety. The records of the Wisconsin regents contain the results of the deliberations of this important legislative and consultative body. The records of the faculties, academic and professional, are numerous, and so too are the records of faculty committees. The university counts some 60 to 70 departments and schools; each one of these has a file of records. Some of them are bulky. Administrative records are voluminous: witness the files of the registrar, the admissions office, and so on, offices which historically grow out of the faculty functions now turned over to full-time specialists. Administrative records that belong to the housekeeping category include the files of buildings and grounds, and business manager. There are files of course-directors' records, extension center records, veterans' affairs records, and records of the bureau of guidance and records. The radio station builds up files, and the student employment bureau, the student counseling center, the department of student health, the summer session office, and the office of loans and scholarships—all these and many others busily generate files.

But with the mention of this selection of offices and agencies which produce records in the course of instruction or administration, one has not come to an end. The university is a busy research center too, and the processes of investigation and research in their turn create copious stores of records. The content of these records is as various in subject matter as the projects that the investiga-

tors choose to work upon. Research records in many instances have both a short-time value and a long-time value. A particular corpus of research records has worth, initially, for that one particular experiment. When the experiment, or a similar one, is repeated two decades later, the original mass of data finds renewed value for purposes of comparison, provided the data has been properly preserved. Examples of the almost permanent value of some kinds of research records in one or another scientific field could easily be multiplied.

The current records of the university are kept in their several offices of origin. For the noncurrent records there is at the present time no central depository. Such an installation is badly needed. In its absence the valuable older records of the university lie scattered about here and there. Some old ones have disappeared. Some had disappeared but happily were found again: an instance is the early reports to the board of regents. Some have been damaged beyond hope of repair: an instance is the file of old letter books of the presidency during the latter part of the Chamberlin and the earlier part of the Adams administrations. The neglected and scattered conditions of the university records became evident in 1944 at the time when work was begun on the centennial history of the University of Wisconsin. It was then seen that though it was too late to repair all the damage due to past neglect, it was time to set to work and try to save what was left of the early records, and to look out for the preservation of present oncoming records. The conclusion was reached that the university needed an archival depository, and an archival officer. This conclusion was brought to the attention of the university administration toward the end of 1945 by Messrs. Curti and Carstensen, co-authors of the university history, then in progress. They urged that the important bodies of records be systematically

collected, properly housed, and preserved.³

Thus as a consequence of delving among the university's records in search of source material for a university history, it became apparent that the university needed to establish an archives as part of a total record management program. It was thoughtlessly carrying into the future generous large amounts of useless paper, housed in valuable space, requiring filing equipment of varying degrees of expensiveness. It was closing its eyes to the costly deployment or scattered condition of its records. It was but little aware of the loss of some of its papers, and the dangers menacing others. Representations having been made, the university administration took cognizance of the existing situation by the appointment of a committee charged with the duty of looking further into the facts, and hope for positive developments in the future can be entertained.

The primary consideration that sanctions the preservation and safekeeping of research records is their future utility for research purposes. The primary consideration that sanctions the preservation of administrative documents is that they make possible the transaction, or the easier transaction, of future business. Take a sample. Old check registers, old checkbook stubs, establish the date when a given person came to work for the institution. Date of commencement of work becomes important years afterward in relation to pension and retirement schemes. Where no records exist, memories can and do differ. Where official documentation is extant, correspondence or conversations need not be prolonged. Thus the utility of university records is their utility for the continuing or the unexpected purposes of administration. Their usefulness in this respect is limited only by the imaginations of those who see fit to consult them. The preserva-

tion of records for the special purposes of historians, although very important, is a secondary consideration. But the case for establishing university archives does not rest originally upon the fact that such depots are pleasing to the historically minded.

Our third case study is the University of California, chartered in 1868. The Berkeley campus is the institution's point of origin. Now the system includes seven other campuses, with a large faculty and a student body of more than 40,000, governed by a single board of regents. It was to be expected that an institution of this size would have developed some record management problems. In December 1945 Mr. Mood proposed to the administration of the university that a survey be made of the accumulated records and archives built up over the years. The administration adopted the suggestion in the summer of 1947 and the survey work began about October 15. Between that date and the end of June 1948 the seven outlying campuses were visited, their records viewed, and their record and archival problems canvassed. The search led upstairs and down, into basements and subbasements and heat tunnels, into corners and closets and dusty attics, into offices and still more offices. There were records on top of a coast range peak, Mount Hamilton; near the edge of the desert, Riverside; at sea level, La Jolla; in a metropolis, Los Angeles; and on a farm, Davis. This is not an exhaustive list of places visited. As far as possible current and noncurrent records viewed were measured with a metal tape carried for the purpose, and the figures recorded on the spot. The procedure thus created another record during the process. Counting card-size and folder-size records as one must, it appeared when the totals were in hand that the minimal values for university record holdings on seven campuses were a little more than five and one-half linear miles. Add the hidden, lost, and temporarily forgotten records, and

³ Curti, Merle, and Carstensen, Vernon. *The University of Wisconsin, A History, 1848-1925*. 2v. Madison, 1949. For mention of record and archival materials used in the preparation of this history, see the bibliographical note in v. 2, p. 597-601.

others overlooked for whatever reason, and one realizes that the true values will be even greater.

The variety of records viewed was considerable: records on paper, film, glass; flat and rolled records; photographic records; records turned out by automatic recording machines of one kind or another; maps, charts, statistical tables; logbooks; drawings, architectural, engineering, and zoological; files of printed forms filled in with data; reports and memoranda; letter books; files of correspondence; notebooks of several kinds: laboratory notes, field notes, and even steam and water pressure records.

It thus became abundantly clear that the University of California was copiously supplied with records. By the time the seven campuses had been visited, it seemed obvious that a survey of the records at Berkeley was not necessary since this was the oldest and largest campus. Casual visiting in this or that office on the Berkeley campus revealed serried ranks of filing cases filled with current records. It could be left for the imagination to conjecture where the non-current records were.

The presence of these masses of record material had been creating by degrees entire families of record management problems. Some of these may be referred to in passing: problems of filing and arranging; problems of equipment, space, storage, fire hazard; problems of retention and disposal. Many university employees were giving thought to problems arising from the bulk of the records in their charge. It became clear as the survey went on that already there were taking place many spontaneous, groping, and uncoordinated movements, designed to relieve the record management problem of this or that particular office. The pressures of practical situations were acute almost everywhere.

The survey raised two leading questions: (1) was the university ready to recognize

the existence of its record problems? (2) If so, was it prepared to take appropriate action in relation thereto? The issue is, does it choose to act or to drift along, recognizing all the risks, costs, and inconveniences that such drifting entails?

* * *

It is clear that the accumulation of masses of such records over the years produces many record management problems. To deal with such problems in an orderly way is the province of specialists in the field of archival administration and record management. Such specialists have behind them a fund of theory and a body of experience that can be applied to the varied and differing situations that are met with in the course of their professional work. These experts have already proved their worth in government and in business. Business organizations have assimilated and applied record management programs for the sound reason that they could not function today without such procedures. The Metropolitan Life Insurance Company of New York has on file 144,000,000 individual policies, and can produce a needed one almost instantaneously. Its presently retained records extend to 117 miles, and its record management service has the entire mass under precise and smoothly functioning control. Business is ahead of the universities in caring for its records, not because business has lately been converted to the idea of business history, but because "Recorded experience is a corporate asset—as much of a corporate asset as plant, equipment, and inventory."

How shall a university administration act when it reaches the point of readiness to do something positive about its record and archival problems? It can appoint an archivist or record management officer who will draw up long-term plans. Or, alternatively, it can approve the making of a survey of its records, and thereafter decide on its course of long-term action. The latter was the line taken by the University of California. How-

ever, now that a survey and an investigation of such extensive character has been carried out for California, it is open to question whether other institutions need to go to the like expense. It can safely be predicted, on the basis of the California study, that university records will be large in bulk and varied in character. Also, rough ideas of the volume of the current and noncurrent records on hand can be obtained from the officers of a given institution by applying to them in the usual ways. Such approximations will sufficiently serve, at least in some cases, at the outset. However, it is here stressed that a survey does give more precision and more definiteness than the other prodromal approaches can yield. Intermediate level administrators with acute record problems cannot always make their wants known to the top-level administrators. In such cases there is a chance for a survey to have influence by confirming independently the self-evident facts for those who have eyes but see not, and by dazzling them by the magnitude of the final statistical total.

The alternate opening move for a university that wants to act on its record problems is to set up a university archivist's office and staff it with a trained, experienced specialist. At the same time the administration should plan to bring into being a committee of well-selected university persons to consult with the archivist concerning the evaluation of the records to be disposed of or retained. The appointment of an archivist ought to mean that the "practical" work on the campus will begin soon after his arrival.

The first step to be taken by the new archivist should be the preparation of a quantity of retention and disposal schedules. These should be made out in cooperation with the heads of the several offices in the university, and should cover records now held, noncurrent and current, and records of similar types to be created in the future. It is the characteristic and specific objective of

disposal schedules (as against simple lists) that they make possible the destruction or elimination not only of records already on hand, but also of similar records to be created in the future. Schedules constitute inventories and appraisals of given records. In detail they outline methods of storage, the time needed to keep the current records in the originating office, and in the depository space; also, the agreed-upon date of destruction. Scheduling is a procedure that is performed in relation to a specific form of record. Ideally, the schedule is worked out after the life history of the specific record has been ascertained. It should be prepared in the light of careful consultations had with all interested parties.

The second step is for the university archivist to submit the schedules thus prepared to his consultative committee. The composition of a committee of the kind should be carefully attended to. Its membership ought to represent different interests. A law officer of the university should be on the list. An experienced man of university business should be on, too. The trustees or regents should be represented directly or otherwise. The registrar is another likely candidate for inclusion. A member of the faculty, if put on, might well be a historian. Other functionaries could of course be added to acquire a broad base in experience. The archivist himself acts as secretary of this committee. A broadly based committee should be able to consider wisely and to act prudently upon the schedules submitted to them. It should be in a position to judge of the legal, educational, administrative, and historical values inherent in given bodies of records when the schedules come up for consideration.

The effects of the scheduling process, when carried out over a period of years, would be to improve matters on an encumbered campus. Noncurrent records would be retained while they had utility, and no longer. These noncurrent records, once

they were properly organized, would be available for reference use as needed. The initial mass of unneeded papers having been disposed of, and a clear notion of the quantity of existing retained records then being known, as well as the bulk of the annual new increment of these, the subject of a suitable archival depository could then be taken up. Preliminary needed space would be forthcoming in the various existing storage places, as various specific disposal programs cleared out bodies of records here and there.

With the "practical work" well under way, the archivist could sooner or later undertake consultative work with the custodians of current records in the several university offices, suggesting various savings and economies in practice and procedure. It is a fact that economies in current record management tend to move forward and cut down expenses later on when current records become noncurrent records. Various useful suggestions concerning the filing schemes and procedures to be employed can be offered by record management specialists and by archivists. They have found waiting markets for this kind of information and are interested in providing it because they are presently concerned with the other fellows' records which they may one day be required to preserve and house, as their own.

From the record management officer, busy with his "practical work," let us now turn momentarily to glance at the office this individual heads. We will here set forth in brief style the essential functions of a modern record office. Such an office should of course be a clearing house for the consideration of problems of the sort we have been talking about. These are its essential functions:

- (1) Accessioning of noncurrent records of continuing or enduring value.
- (2) Maintenance and rehabilitation.
- (3) Arrangement and description of accessioned records.

- (4) Provision of reference service on accessioned records.

- (5) Photographic reproduction of records.

- (6) Advisory service in connection with active records.

- (7) Disposal of useless noncurrent records.

This list of functions is taken from the *Report of the Advisory Committee on New York State's Record System*, Albany, 1948, p. 5-7. A university archivist and record management officer, fulfilling these functions, could, by working cooperatively with other university officers, gradually clear out unneeded record stocks, reduce "crisis" situations, provide schedules for submission to his consultative committee, and give a tonic sense of direction for all other relevant record management services. However, it should be remembered that just as time was passing while the acute situations were coming into being, so time must elapse before the inflammations in the body academic can subside after rational treatment has once begun.

The archivist or record management officer in a university should be trained and be experienced in the theory and practice of his special discipline. The data with which he works are records and he should know records, their utilities, and what has been learned about the problems they pose for university administrators. These administrators must depend on information for the transaction of their business, whether it be policy formulation, decision making, or oversight of routine administrative operations. Within the university an administrator has available two chief sources of information (whether organized or not), the library and the stocks of records.

The university library consists of a collection of published material which (for the most part) has been produced extramurally, and has been selected from many sources far

and near to meet the specific needs of a given campus for information concerning the world in general and in particular. The university records, by contrast, have been created intramurally. They are unpublished papers, etc., organically structured accumulations of closely interrelated materials that reflect the specific activities and specific functions of a particular university. They document the experience of the university in all its factual details. The stock of records of a university is unique, and is noninterchangeable with the stock of another university. The permanent and essential core of the records, known as the archives, has a value that endures beyond its current value for the administrators of the day. This essential core, which is added to over the years, is handed down to the future as indispensable research material.

The special character of record materials has led and is leading to the development of special techniques for the surveying of university records, their management, arrangement, classification, and indexing. Such techniques differ radically from library techniques because of the very nature of the record materials themselves.

From functions of an archival agency and the special qualities of the materials it administers we move on to consider an administrative problem.

Where shall the university archivist be niched in the university hierarchy? Where, as an agency of university administration, shall the archives be placed? Much depends upon the answers to be given to these queries.

We are of course aware that in some institutions the archives have been established as a unit inside the university library system, with the archivist directly responsible to the librarian. This is the case in Harvard University. The Harvard instance is historically well rooted,⁴ but is not providing the

model which universities now setting up record agencies tend to follow today.⁵

Harvard and some other institutions, then, have had their records cared for by librarians, or by persons on the staffs of libraries. The point has already been made, however, that books and records differ radically as to their origin and nature and thus the handling of record material calls for the application of principles that have been derived from their very nature *qua* records or archives.

We are grateful for what the librarians have done to realize the historical significance of college and university records, to provide for the safekeeping of important parts of them, and to make them available for research in college and university history. We owe it to their vision that the need for a university archives as an integral part of these institutions has been recognized in many places. Let us bear in mind, however, that these pioneers in the university record field took action at a time when university records were thought of exclusively in terms of their research value; when universities and colleges were elementary and small institutions when compared with their present

Goal and Function." *Harvard Library Bulletin*, 1:101-08, Winter 1947; and "The Collections of the Harvard University Archives." *Ibid.*, 1:176-84, Spring 1947.

⁴ Under date of July 12, 1948, Mr. Shipton, the head of the Harvard Archives, wrote Mr. Mood: "Of the universities which have set up archives departments after studying our organization here, only one, I think, has followed our plan of having the department a division of the library. There are certain obvious reasons against our practice. An archive is not a library; its functions and materials are quite different. With us, the office of archivist has been united with that of librarian since the days of Jared Sparks. Some of the [Harvard] librarians, like Lane and Potter, have been more interested in the archives than in the larger problem of the university libraries. When I took over ten years ago, the archives department was too small and its function too limited to make it a separate department under the Corporation."

⁵ Only today, however, we have been going over the fact that within a year or so the archives department and the other service departments of the library will have to be separated from the teaching functions of the library and be carried on a special budget. Perhaps we shall be grouped for budget purposes with the Publication Office and Alumni Records Office which have recently been brought into the Widener Building.

⁶ "In universities in which the archives department is a part of the library, the actual archival material in the custody is always much less than the memorabilia kind of material. Here the material about Harvard is much more voluminous and in much more constant use than such material is in a younger institution."

⁴ See the two thoroughly informative articles by Dr. Clifford K. Shipton, "The Harvard University Archives:

complexity and magnitude; and when the record problems of institutions of higher learning had not yet assumed their present large proportions. The problem today is no longer one of mere preservation of permanently valuable material. Indeed, there is not one but a plurality of problems. Their solution depends upon a total attack upon the total university record problem. This attack requires the training and the skills of the record manager (archivist). Is this probably not a labor which the librarian will be loath to take upon himself? It is indeed a task which the librarian will be willing to leave to the professionally trained expert. The record management expert, needless to say, will cheerfully and with gratitude recognize what it is that the librarians have already done in clearing the ground for the solution of the bigger problems that lie ahead.⁶

Given the nature of university archives and record problems, then, it should be clear that the record manager (archivist) must be assigned a position in the university hierarchy that will enable him to tackle his job with success. To carry on his work effectively, this officer must be located close to the center of university administrative authority. In most institutions today this means that he must be close to the president. The record officer requires the prestige and the influence that flow from an intimate relation to the presidential office, if he is to get on with his work.⁷ And it is only from the vantage point of top-level university

management that the record officer will be able to see and to understand the total complex of record problems of his institution. Once he has gained this understanding, he can proceed to draft a suitable record policy for his university, and can set at once to carry it out in an effective fashion.

It is obvious that the job of the university archivist is not limited to the care and custody of noncurrent records, and it is probable that he should be designated as record officer (archivist) rather than as archivist of the university. His should be the duties also of assisting in the installation of an all-university record program, in training of responsible staff members, and in the working out and implementing of a disposition program that makes possible the periodic retirement of noncurrent records and the transfer of the permanently valuable material to the university archives. It is in this way that he can render an extremely valuable, financially profitable service to his institution.

We believe that the general principles we have stated offer the best opportunity for future growth that will be constructive. At this interesting moment in the unfoldment of university record programs we recommend to university librarians that they encourage university administrations to adopt an informed attitude toward the related though distinct specialty of archives and record administration.⁸

partment will be a separate unit of the University under the immediate jurisdiction of the Rector and it will have a separate budget which will be submitted annually to the administration."

⁶ After the paper had been typed, it was handed to Dr. Louis Kaplan, associate librarian, University of Wisconsin. His comment is given below:

"An archivist on the staff of a library, working under presidential directive, should have sufficient powers to proceed without handicap. The relationship of university records to the ordinary 'archival' materials found in libraries is a close one; and the library may be the only building with sufficient storage space for records. To place the record officer on the staff of the president, with working quarters in the library, would always present difficulties. On the ideal situation, I agree with the authors of this paper, namely, that there be a record officer on the staff of the president, with the records stored outside the library. In such circumstances, the usual memorabilia and 'archival' materials found in libraries should eventually be transferred to the record officer."

⁶ Librarians are sure to be interested in the article by John Melville Jennings, librarian, Virginia Historical Society, Richmond: "Archival Activity in American Universities and Colleges." *The American Archivist*, 12: 155-63, April 1949.

⁷ The Catholic University of America has recently instituted an archival unit. The plan under which the agency will operate is well discussed by the Rev. Dr. Henry J. Browne, archivist, in an article, "A Plan of Organization for a University Archives." *The American Archivist*, 12: 355-58, October 1949. The article publishes the text of "Regulations for the Department of Archives and Manuscripts," necessary reading for all who follow developments in this growing field. Attention is called particularly to regulation number 2: "The De-

Local History Collections: A Symposium

THE FOLLOWING three papers were given at an open meeting sponsored by the College and University Libraries Committee, New York Library Association, Syracuse, New York, May 21, 1949.

By MARGARET BUTTERFIELD

Local History and University Archives in the University of Rochester Library

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WHILE THE Local History Collection and the University Archives are housed in the same rooms and administered by the same staff in the University of Rochester Library, each has its own identity, its distinct history and its separate purposes and goals. The relationship of the two collections is close, since the university has been an integral part of, and an influential element in the history of the city for almost 100 years, and the city has in turn supported and encouraged the growth of the institution, furnished many of its leaders and the greater proportion of its student body. The joint administration of the two collections is therefore a logical one.

The library has, from its earliest days, either purchased or accepted as gifts, a certain amount of local history material. Collecting in the field was not active, however, and as we look back upon it, the process of acquiring local material seems to have been somewhat haphazard. Until 20 years ago, what books of a local nature we had were not segregated but were a part of the main collection. In the spring of 1929 and again in 1930 and 1931, three large private collections of western New York material came into our possession. The first of these was

the collection of C. Walter Smith, a member of the class of 1885 of the University, a prominent Rochester business man and a descendant of one of Rochester's oldest families. The second, and largest of the three collections, was that of R. W. G. Vail, now librarian of the New York Historical Society. The third collection consisted of a portion of the library of Rear Admiral Franklin Hanford, acquired from the New York Public Library in 1931.

The great value of these three collections lay in the fact that they represented carefully chosen volumes, reflecting the expert knowledge and discriminating taste of the men who had chosen them. By their acquisition we came into possession of practically all the more important works in the field of western New York history in a very short space of time. Many of the titles were rare and difficult to locate on the market; many were extremely costly when purchased separately. All three collections included not only books but also maps, prints and manuscripts as well. With these three collections as a nucleus, our Local History Collection was organized as a separate unit, housed originally in our rare book room, later in separate quarters of its own. We actively purchased books, maps, prints and manuscripts to fill out the collection or solicited them as gifts or deposits whenever occasion arose.

Our main purposes and justification for entering the field were twofold. The first,

and more important, was the growing need to provide research material for our students and faculty members. Our graduate school was developing rapidly, and in the middle thirties, honors courses for undergraduates were started. For both of these groups of students it was essential to provide adequate source materials. The second and less selfish purpose was the desire to join in the general movement to collect and preserve local records which were in imminent danger of being lost or destroyed, or, as in the case of the collections mentioned above, of being dispersed. The criteria on which we justify any additions to the collection are these: is the material of value to our faculty and students for research; will it fill some future need; will it facilitate our work with what we already have; and finally, is it really worth preserving?

Originally the scope of the collection included material relating only to central and western New York, with greater emphasis on Rochester and the area immediately surrounding it. Because of the nature of our work and the subject matter of certain of our manuscript collections, it became obvious that we had restricted ourselves to too narrow a field. We have in recent years collected material covering a wider area, roughly speaking, all of New York State except New York City and its immediate vicinity.

The outstanding features of our collection are a reflection of the ideas which I have just sketched. Three large groups of manuscripts form the backbone of the collection and somewhat overshadow the remainder of it. These are the personal papers of Lewis Henry Morgan, Rochester attorney and a pioneer anthropologist; those of Thurlow Weed, New York State politician, one-time editor of the *Rochester Telegraph*, and founder, editor and publisher of the *Albany Evening Journal*; and those of Henry A. Ward, a Rochesterian, a naturalist and a world traveler who founded the Rochester firm which has supplied American museums and laboratories with specimens for almost 100 years. Some 35 smaller collections, and many separate items, comprise the remainder of the manuscript collection. Maps, prints and broadsides form another category and number several hundred items. Pamphlets, which are of sufficient value to warrant the treatment, are bound or encased

in envelopes and catalogued as books. Others are kept in a vertical file arranged by subject just as is usually done in general reference collections. Our book collection includes the standard works on New York State and Rochester history with greater strength on subjects of peculiar interest to western New Yorkers; for example, the Iroquois Indians, contemporary works on the rise of modern spiritualism in Rochester, the antimasonic movement, the Mormons, the Erie Canal and railroads. We have collected local imprints and, to a limited extent, books and pamphlets by local authors. We do not collect genealogy or local newspapers, the first because there is no justification for our entering the field, the second because there is an extensive collection in the Rochester Public Library. We do have an incomplete run of local newspapers acquired from the duplicates at the public library which has proved most useful as far as it goes.

There are two unusual features of our book collection which perhaps ought to be mentioned. One is the collection of both records and books of an old subscription library which was started in a village nearby in 1805 and continued in active existence until 1875. This is known as "The Farmer's Library," and because of its peculiar interest, has been kept as a unit. The other is the technical library of a local nursery firm, the Ellwanger & Barry Company, and includes some 1,700 horticultural and botanical periodicals and monographs of the nineteenth century.

One thing must be emphasized in regard to the Local History Collection. All the material which has been gathered together has some local connection, but the subject matter, particularly in the case of manuscript collections, is often broader in scope. The papers of Mr. Morgan, local ethnologist, are of world-wide interest; those of Thurlow Weed, local newspaper editor, are of greater interest to the student of state and national politics than to the local historian; those of James W. Colt, a local railroad engineer, relate to the expansion of American interests in the Near East. Their appeal is, therefore, to a much wider circle than one might expect, and their use extends beyond our own university circle to scholars throughout the country and occasionally abroad.

There is nothing unusual about the classifi-

cation and organization of the printed material, except that in the card catalog we have used additional subject headings to bring out certain features of a book which would not ordinarily be used in a general catalog. In the cataloging of our manuscript collections we have used the manual issued by the Minnesota Historical Society and have found it most usable and satisfactory as, I am sure, have many others who have tackled the problem. We have not attempted to calendar the individual items in our collections, but we have prepared what we call an "Index to Letters" which indexes all letters in the various manuscript collections by the name of the writer of the letter and, with some exceptions, the addressee. Since all our correspondence files are arranged chronologically, we thus have three approaches to the material in each file and have found the system workable. Our "Index to Letters" includes at the present time approximately 40,000 entries.

The accumulation of university archives in the library has been in process over a much longer period. From the very beginning, each librarian has been interested in collecting the printed reports and catalogs of the university, student and alumni publications, theses and prize essays, programs and memorabilia. The natural storehouse for all official university records and correspondence no longer of current use was the library, and although their fate was for many years to be stored away in the darkest corner of the basement, or in attics or any other available space, they were at least preserved. When the main library was moved to its present quarters on the River Campus in 1930, more space was available and more records were turned over to us.

I do not mean to imply that there was a conscious effort in the early days to preserve everything of value, nor that all records of historical worth have been saved. A disastrous fire in a downtown business office in 1904 wiped out many of the financial records. The records of many of the teaching departments have sometimes been destroyed or perhaps were kept in the same files as the personal papers of the department head and later removed from the university. In a small undergraduate college such as Rochester was for many years, the keeping of department records was somewhat informal and in many

cases we have nothing left but the manuscripts of occasional annual reports to the president. On the other hand, the official papers of the administrative officers of the university are relatively complete and we have been able to collect on our shelves in the archives, the charters, the proceedings of the Board of Trustees and of the Executive Board, the correspondence and reports of the university presidents, many of the records of the registrars and bursars, what remains of the early financial records and the records of many of the deans.

The first step in organizing the collection was taken in the middle 1930's when the Local History Collection was moved to its present quarters and the decision was made to combine the two subjects. At that time we moved from the main stack collection all the printed material published by or relating to the university and brought it together by a special classification scheme. All manuscript material was brought together and stored in a vault which was designed for the purpose. Files of memorabilia, the biographical records of deceased alumni, and the collection of faculty and alumni publications were added to the collection from other parts of the library.

Since that time we have actively collected not only the official archives of the university, but also the personal papers, records and publications of our trustees, faculty members, alumni and student groups. Scrapbooks, diaries, account books and notebooks of undergraduates have been welcome additions. We have accepted collections of personal papers either as outright gifts, or on deposit, and frequently with restrictions on their use which we have been glad to comply with. In this way we have been able to add materially to our collection of local history since many of the members of the university family have been active in civic affairs.

The collection of archives was not put on an official basis until early in 1942. The stimulus came from John Richmond Russell, our new librarian, who had come to us from the staff of the National Archives and who was familiar with the problems involved. The urgency which arose early in the war to put records of value into safekeeping added force to the movement. Mr. Russell, together with members of the Library Committee, drew up

a series of regulations which were adopted by the Board of Trustees. By these regulations, the library was made the official depository of all university archives. They are brief, and as follows:

"1. The archives of the official activities of university offices and officers, such as files of letters sent and received, record books of all kinds, vouchers, memoranda, mimeographed and other processed material, are the property of the university.

"2. Such property is not to be destroyed without the approval of a committee of two, consisting of (a) the officer in charge of the department in which the papers accumulate, and (b) the university librarian.

"3. All archives which are no longer needed in the office in which they have accumulated are to be sent to the University Archives in Rush Rhees Library. The officer in charge of each office, department, or committee will determine when records of that office, department, or committee are no longer in active use and may be transferred.

"4. The university librarian and the staff in charge of the University Archives are to assist officers of the university in the disposition or transfer of records, to preserve records transferred to the University Archives, and to locate documents in the University Archives which are needed by officers of the university."

In the collection of both university archives and local history material, one must be constantly on the alert. Printed notices and publicity of one sort or another reach but a limited circle and are soon forgotten. The only really effective means of gathering material is constantly to search out new sources, pass the word along through personal contacts, call on or write to prospective donors and convince them of your sincerity, your ability to handle the material and willingness to protect it from destruction or unwise use. Any reasonable restrictions placed upon the use of manuscript material by the donors, we endeavor to follow conscientiously. We require persons using manuscripts to fill out a form showing the nature of their research, giving references and warning them against the unauthorized publication of material found in our collections. In the use of archives, we have adopted a ruling that records

for the period from 1900 to the present will be treated as confidential, and that authorization of the office of origin will be obtained before they are used by anyone other than the person who deposited them. The process of accumulating the collections is slow and requires the utmost care, tact and diplomacy.

The combined collections of local history and archives now number approximately 6,000 volumes, 1,000 pamphlets, 300 almanacs, 60 collections of manuscripts which include possibly 200,000 items, some 75 prints, a larger file of pictures, about 200 maps and the usual assortment of museum pieces. It is administered by a staff of two professional persons, each of whom devotes half time to it, and a clerical assistant. Books and pamphlets are prepared for us by the Catalog and Classification Departments, and the rest is up to our own staff. We combine the tasks of acquisition, sorting, arranging, cataloging, indexing and filing with assisting readers, answering reference questions and preparing occasional exhibits and articles for our *Library Bulletin*.

The work has infinite variety, lighter moments and rewards. We find odd things in our acquisitions. In going through the papers of a former faculty member, renowned for his historical works, we were delighted to find a collection of knitting needles, crochet hooks and buttons. Locks of hair, bits of ribbon, samples of dress material, stamps of value and a host of other things of like nature are found from time to time. During the war, when the scarcity of such objects made life a problem, we were delighted to find a new two-way stretch girdle in an envelope, filed in a collection of scientific papers of an alumnus whose research in the abstract sciences has brought him fame. Our patrons range from the college undergraduate with an antiquarian turn of mind to the most serious scholar. Townspeople have found our collections of interest frequently, and the number of research workers from other cities and institutions grows constantly. We have been able to assist in the preparation of several books and articles, and within the last three years three full-length biographies have been published which were based largely on collections in our care—those of President Rush Rhees, Thurlow Weed and Henry A. Ward.

The Development of a Regional History Collection at Cornell University

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THE COLLECTION of Regional History was established late in 1942 with the aid of a Rockefeller grant and with the understanding that the Cornell University would absorb the unit at the end of the first five years. During those years the university generously encouraged and supported the development of Regional History, and in 1948 incorporated it as a department of the library.

While still young in its vigor and constant expansion and in the somewhat disconnected and fragmentary nature of its holdings, Regional History has gained sufficient experience and maturity to attempt a self-appraisal. From the outset its purpose was to cultivate a keen interest in and a deep appreciation of the culture and the way of life—the habits, manners and morals, the everyday activities, both business and pleasure, the thoughts and aspirations—of the past generations who lived in the region of which New York State was the center. Elsewhere a very substantial progress had been made in bringing together diaries, account books, old newspapers and other printed and written records. The wealth of material preserved within New York by libraries and societies, both private and public, local and state, had been enjoyed by many people and had stimulated others to write novels, plays, biographies and scholarly monographs about the region. These studies in turn had thrown light on the development of the state and the nation. Much of the material thus preserved related to the activities of great, or near great men, or to specialized subjects. The common man who had developed the region and its characteristics, the average citizen of our democracy, had been overlooked. His resurrection and fresh interpretations of his activities would throw light on the history of the region and on the development of the American way of life. The newspapers, broadsides and other ephemeral material which reflected his environ-

ment, and the letters, diaries, account books and other evidence of his reactions to that environment lay buried in the accumulations of generations in the attics, barns and old offices of the region. No program had been formulated for any systematic location of such documents or for their preservation against the hazards of fire and weather and destruction by the unknowing hand so that the student of today and posterity might work with them. Thus the collecting program instituted at Cornell University had an almost untouched field and a challenging one.

As a department of Cornell University, Regional History had tangible and intangible advantages. The libraries and the faculty of scholars offered rich facilities and valuable guidance not only for the prospective research workers but also for the staff as well. The very background of the university proved advantageous since its history for nearly a century had been woven into that of the region. Its inception sprang from an indigenous "people's college movement," for most of its founders and early trustees were professional and business men whose interests extended into many and diverse fields within the region. Numbers of its students came from New York and adjacent areas. Its research activities and the expanding extension facilities of the New York State College of Agriculture had influenced life in the region and had created loyalties among thousands of people. Cornell had a sphere of interest, and many were the people who would enjoy the opportunity, once it was presented to them, to assist in creating an historical research center on its campus.

Any collecting program involves the problems of locating the possessors of the desired items and of persuading them to part with these possessions, treasured or otherwise. Success in locating and acquiring historical documents depends upon the degree to which the public is aware of the existence of the collecting agency and enthusiastic over its aims. To arouse this awareness and interest,

Regional History uses two types of publicity. The first includes newspaper notices and articles, circulars, manuscript guides, exhibitions of manuscripts, radio programs and talks before local groups, and in time will widely disseminate a knowledge of this depository for family papers and an appreciation of the scholar's need for primary material. This type of approach, however, is not conducive to the rapid building of a manuscript collection since it demands too much initiative on the part of the reader, spectator or listener who generally underrates the historical value of his papers and has in addition a resistance to making himself conspicuous by talking or writing about his possessions.

The second type of publicity is that involved in the personal contact. Having determined the possible general location of specific types of manuscripts or of hidden caches, the curator betakes herself to the field and uses persuasion which consists largely of patience and a thorough explanation of how Regional History handles manuscript gifts and makes them available to research workers. Generally the descendants of the early settlers in any given community have a considerable respect for the papers of their forebears and do not wish to see them scattered or sold. Yet sooner or later they reach a point where they no longer can be concerned with the physical preservation of papers which have little or no meaning in their everyday activities. The bonfire is their answer to the problem. To be told by someone with authority that their family papers have real value for the research worker strikes them as a pleasant surprise; and to have the opportunity to donate them for preservation and use relieves them of a guilty feeling engendered by the idea of the bonfire. A donor spreads the good word in his community while alumni and friends of Cornell University, where present, approve of the whole project and generously extend themselves to assist in the tasks of location and persuasion. This method of publicizing Regional History has been highly successful, and the number of gifts has been in direct proportion to the amount of traveling and contact work.

Recently approaches have been made through graduate students who on the basis of their specialized knowledge of certain regional subjects locate manuscripts, interest

the possessors and then introduce Regional History as the logical depository. Generally they announce their find with a rueful air of triumph since the bulk of it invariably deals with subjects beyond their field. Such co-operation between graduate students and the curator can be invaluable, excepting the qualification that graduate students with a vital interest in hidden raw sources are relatively rare.

From the beginning some allowance has been made for the purchase of manuscript and other documentary materials where they seem vital to the building or completion of specific units. Purchase from dealers has been rare, however, since experience has proved that \$300 expended for contact work in the field has brought gifts valued up to \$30,000 by dealers.

At first the collecting activity tended to be indiscriminate for New York with its multifarious economic activities and its diverse social patterns. New York, the well-traveled highway to the West, offered no clear and easy guide as to how to bring together quickly related masses of research materials. But the materials themselves tending to fall into definite categories gave guidance to the collecting which then began to follow largely a program to locate and acquire material which would strengthen the most promising of these categories and create such substantial units as to attract the immediate attention of scholars and research workers. As of July 1, 1949, Regional History's holdings amounted to 2,997,582 items, including single manuscripts, account books, journals, diaries, letters, surveys, photographs, broadsides and other types of materials. The sets of papers and collections represent diverse and colorful aspects of our regional life and are the documentary evidences left by abolitionists, educators, ministers and social reformers, farmers, mechanics and the small storekeeper, lawyers and politicians, students and adults, business men, land speculators and bankers, canal builders and railroad owners, and many others. Some collections have their beginnings in New England, center in New York, and extend toward the Midwest and other regions, while all show the constant movement of a restless people in an ever changing region.

Newspapers, a vital source for the re-

searcher, merit special attention for they face careless and casual destruction even more than do manuscripts. Some 150,000 issues of newspapers, a number of them rare or unique, have been gathered by Regional History. On the basis of the quality and quantity of local and historical news published in their papers, some 40 editors of small-town weeklies were solicited for free subscriptions. Like other wood-pulp papers published during the past 75 years, these weeklies present the particular problem of rapid deterioration. While ideal in meeting this problem as well as those of space and easy availability, microfilming is still an expensive and at times an uncertain process. At present, the Cornell Library and its Regional History Collection are engaged in a project of filming a 120-year run of the *Chronicle-Express* of Penn Yan. Both the editor of the present paper and Yates County are subscribers in the belief that the films will be of value to the public within the county.

Regional History has the twofold task of collecting documentary material and of making it available to research workers. Works now published have relied upon our holdings for their major or minor sources while a dozen publications in the undertaking by professional historians and writers, and including biographies and histories, depend in varying degrees upon our source materials. Subject fields range from primeval forest types to speech patterns, and include such topics as antislavery and abolition, agrarian movements, agricultural developments, the gold rush, phrenology, the removal of the New York Indians, women's rights, the histories of towns and railroads within the region, popular music in folklore, the investment of New York capital in the Midwest, pioneer villages and other topics relating to varied phases of regional life.

The stimulating of research interest in Regional History's holdings depends upon a number of factors; the processing and analyzing of the material; the making of a card index and the preparing of printed guides; and the cooperation between our staff and other departments of the university, between other institutions, agencies and individuals both within and without the region. Although absolutely essential to make the material available, processing is time-consuming by the most

simplified methods. A dirty, ragged, miscellaneous and jumbled collection arrives in baskets, barrels, boxes or trunks, usually via the curator's car, and is immediately given a title and the number following the latest entered in the acquisition file. All correspondence and data concerning this collection are kept in the properly numbered folder in the acquisition file. The papers are then sorted to remove newspapers, books and broadsides which go to the library or our broadside file; and also to remove a certain amount of worthless paper, although no real stripping can be done until single manuscripts or series are judged in terms of their value to the whole collection. The papers are next cleaned, flat-filed and arranged chronologically in rag paper folders in manuscript boxes with both folders and boxes indicating the number, the title and the inclusive dates of the pieces enclosed. All important to the visiting researcher, the card file is the index to all the holdings and has each acquisition cataloged under name, geographical and subject headings. All the whole cataloging requires is the attention of a trained historian since an earnest attempt is made to give sufficiently provocative information for researchers in diverse fields without, however, going into unnecessary detail. A subject heading list is most useful at this point for the researcher as well as the staff member. Second to personal contact and cooperation, the printed guides have been the most effective agencies in stimulating both manuscript gifts and research. Each consecutive report of the curator aroused widespread interest, brought greatly increased demands for copies of manuscripts, bibliographies and information, attracted more research workers, both accredited scholars and students, to work in Regional History's holdings, and resulted in the acquisition of tons of manuscripts. Cooperation with the faculty is as vital in exciting research as personal contact is in acquiring manuscripts. The faculty member brings the raw paper evidences of our historical development and the graduate student together, a situation which is unique to the manuscript division of a college library and the first step toward the creation of an institute of regional research.

The Rockefeller grant to Cornell University for the establishment of Regional History

covered a five-year period and allowed for travel, salaries and the expense of collecting source materials. The university allotted space and facilities in Boardman Hall and over the five years appropriated funds to supplement the Rockefeller funds and to cover operating expenses, fluorescent lighting, shelving, boxes, the printing of reports, an electrocopy machine and other items. On July 1, 1948, the university accepted the full responsibility for the manuscript division, and on the same day incorporated it as a department of the Cornell University Library. The most immediate benefit for Regional History, the library, Cornell University and the region was the resulting cooperation in the handling of records and papers relating to the development of the university, an integral part of the region. For many years, the library had been accepting and storing in its vault and in other places the papers of Ezra Cornell, Andrew D. White, Jacob Gould Schurman, Justin Morrill and other notables who by their

policies or actions had deeply influenced the growth of the university and the life of the nation. With the acquisition of a manuscript division the library could plan on the proper disposal and foresee an orderly use of these historical source materials. Prior to the incorporation, the collection had taken into its custody a part of the university archives and many of the papers relating to the creation and development of the university, and to the varied activities of some of its leaders.

The Collection of Regional History's six and a half years of existence has proved that the opportunities for collecting a great wealth of documentary material relative to the role of the common man in this region are limitless, that such material has national as well as regional importance, and that when it is made available to research workers it is used. Yet the collection has done little more than make a rough survey of the field of hidden manuscripts and has only begun to stimulate substantial research activity.

By DOROTHY A. PLUM

The Vassariana Collection

Miss Plum is bibliographer, Vassar College Library.

THE VASSAR College Library may be considered an average college library in regard to the problem of collecting and maintaining materials relating to the institution. It is a typical undergraduate college. While some work leading to the master's degree is offered, the number of graduate students is small. The college was chartered in 1861 and has an alumnae body of about 16,000.

The duty of the library to collect and preserve books, pamphlets, periodicals and ephemeral material relating to the college and to preserve and index the archival materials of the college is clearly recognized. As stated in the *Governance of Vassar College*:¹ "The historical records of the college shall be preserved in the library. Accordingly the library shall receive copies of each book, pamphlet, or

other materials published with college funds."

The sources of Vassariana are varied. First come the college archives; many of these documents may be said to be acquired by inheritance. Unfortunately the early records of the college can never be complete since at the time of the founder's death many of the personal papers of Matthew Vassar were sold for old paper, "thereby increasing the value of the estate," as the overzealous executor remarked. With each change in administration archival materials are deposited in the library and the responsibility for requesting current materials rests with the library. Individual donors furnish many of the items which make up the Vassariana collections. In this group are the trustees, the faculty, the alumnae and friends of the college, the alumnae forming the largest and most generous source. We try to arouse and sustain alumnae interest in the library by publicity in the college press, by exhibitions and special displays at the time of reunions and by personal contact. The third

¹ *Bulletin of Vassar College*, 32:45, no. 5, December 1942.

source is by purchase, though we acquire relatively little this way since we are limited by lack of funds.

Before describing the composition of the collection, I should note that the term "Vassariana" is loosely applied as it includes manuscripts, printed material and museum items. These in turn may be classified as historical, biographical and exhibition materials. The historical materials include the official publications of the college, theses, department reports and other source materials and histories (including studies of the curriculum, student life, etc.). All of these are supplemented by files of ephemeral materials and scrapbooks of clippings and programs. In the biographical group are lives of the founder and his family. For the trustees we do not attempt to build up extensive biographical records, but concentrate on items that have immediate relationship to the college. We have, for instance, a wealth of material in the papers of Benson J. Lossing, one of the original trustees of the college. We keep a biographical file for members of the faculty and supplement this with a collection of their publications. Since the Alumnae Office maintains an extensive biographical file for the alumnae, the library has a selective file, mainly alumnae trustees and alumnae authors. This is supplemented by a collection of the writings of alumnae. For both the alumnae and the faculty, in addition to soliciting items for the collections of publications (which are not complete), the library compiles lists of current publications. The exhibition materials include photographs, classified as views, class pictures, both group and individual, portraits of members of the faculty, trustees, the founder and his family, memorabilia and other scrapbooks, souvenirs and relics. Class pins, the trunk brought to college by a student in the first class to graduate, Matthew Vassar's canes and his famous life preserver are typical examples of souvenirs.

The technical organization of the Vassariana collection is, as far as possible, consistent with the organization of the rest of the library's holdings. The Vassar College Library uses the Decimal Classification somewhat expanded and modified. In 378 a special subdivision is used, consisting of the country subdivision followed by an initial for the name of the college or university; we use 378.42C for Cambridge, 378.7V for Vassar. For general

material about American colleges and universities the number 378.73 is used. For the individual college or university, the table for school and college publications (following 378.99) is modified to suit our needs; for instance, we used E4 for the library and YB for the Cooperative Bookshop.

The bulk of the Vassariana collection, about 1,500 items, is fully cataloged. This is a noncirculating collection, housed in a special location. Duplicates of the most used items are available on the open shelves. The location symbol indicates a restricted item. Some years ago we felt the need of a chronological supplement to the cataloged material. Even with the minute classification and detailed subject headings of the card catalog, it was difficult to find certain types of material easily. We therefore instituted a supplementary vertical file which is arranged chronologically. Originally this was fully cataloged, but lately we have interfiled uncataloged items with the cataloged material. We found it helpful to withdraw the subject cards from the catalog for this chronological file; they have been of more use as an index to the file than in the main card catalog. The author cards have been left in the catalog. The file consists to a large extent of pamphlet material.

The uncataloged portions of the Vassariana collection are provided with finding lists. The Alumnae Collection, consisting of about 3,400 titles, has an official finding list made by the Catalog Department. This is in the main alphabetical, but we have subject cards for biographical material, children's books and class bulletins. The Faculty Collection, about 1,700 titles, has an unofficial author-finding list. The collection of archives has an author- and subject-finding list.

For the college periodicals, various indexes are maintained. In making these indexes we try to use the same headings as are used in the card catalog. This is also true in setting up the vertical files of ephemeral material. The bibliographies of faculty and alumnae publications mentioned above are a valuable supplement to these files. We maintain two series of scrapbooks; one, a chronological collection of clippings, was started by Matthew Vassar and has been kept up to date by the library; the other is a collection of programs arranged by the academic year. We add to

(Continued on page 362)

Five Canadian College Libraries¹

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CANADA'S four eastern provinces support 21 institutions of higher education. Of these, four privately supported colleges and one provincial university listed below, together with nine small Catholic colleges, are the principal institutions: Dalhousie University and the University of King's College, Halifax, Nova Scotia; Acadia University, Wolfville, Nova Scotia; Mount Allison University, Sackville, New Brunswick; and University of New Brunswick, Fredericton. In 1947 a study of these five college libraries was proposed as a thesis project.

These universities are based principally on colleges of liberal arts and sciences with enrolments of 1000 or less, and faculties of 40 to 60. The libraries range from 30 to 90 thousand volumes, with staffs of three to 12. Dependent, save for New Brunswick, chiefly on endowment income and student fees, members of the group have generally similar objectives, curricula, administrative organization and problems. It was reasonable to suppose that their libraries would have a general resemblance and common problems.

Although the college libraries had been mentioned in various surveys of education, they had never been studied in detail. The project was undertaken as a study of basic organizations and resources, usable by individual libraries as a basis for detailed local study and regional collaboration. An alternative would have been to examine a

single aspect, e.g. library resources throughout the region—a project perhaps less needed in view of present Canadian library developments.

Obvious major aspects of college libraries were those suggested by Shores, and treated for planning purposes as: (1) budget; (2) personnel, (3) book stock, (4) physical plant, (5) organization and administration, and (6) library use or "educational participation."² To these was added historical background, in order to develop the suspected pattern of similarity in institutional and library problems.

The oldest of these colleges was founded in the 1780's, others on through 1840. They had libraries of a sort almost immediately, but none more than 5000 volumes until after 1900. Befitting denominational colleges, as were all except Dalhousie, their early libraries leaned heavily to theology, classics and history. Faculty members were the voluntary part-time librarians until the last three decades; all of the few hundred dollars occasionally available went for books. Libraries were open a few hours each day or week, as the custodian might have time. By 1915, administrative and physical changes had begun. Two new library buildings were opened, and full-time librarians (one trained, one untrained) appointed. Card catalogs were written, and classification superseded fixed location. The same process occurred at another college about 1925, at the two others in the early 1930's. Faculty members retained administrative control, either

¹ Based on an M.S. thesis prepared at the University of Illinois Library School, 1949.

² Shores, Louis. "Evaluating Library Service to Higher Education." *College and Research Libraries*, 2:211-15, June 1941.

as titular librarians or through committees, even after full-time trained staffs (usually only one person) were employed. Salaries remained pittance. The 1920's were the era of special collections, almost every library acquiring a large grouping from some generous donor who usually added restrictions or took continuing control over the material. Some of these were special subject collections, e.g. Canadiana; others were "hobby" collections of slight use to the recipient libraries.

The third or active era for these college libraries came about largely because of the World War II and the tide of veteran students, beginning in 1944 and reaching its peak in 1947. Some changes had been seen as early as the mid 1930's, when, after Carnegie Corporation of New York surveys of education in the Maritimes and of libraries in Canada, college libraries received several grants from philanthropic foundations. Valuable as it was, this aid could not meet the situation fully, and only high postwar enrolments swelling all university activities raised library budgets above bare existence levels.

Finances

The A.L.A. *Classification and Pay Plans* were used as a comparison standard, though Canadian conditions required adjustments in scales. The five libraries included one Class I, two Class II, two Class III, and one Class IV; but except for the government supported University of New Brunswick, the actual salary budget in each case was half or less of the adequate level, while expenditures for library materials were one third of the recommended amount. In the privately supported colleges, library support amounts quite uniformly to \$12-\$15 per student. Owing to variations in part-time and affiliated teaching staff, the figure for library support per faculty member is less significant, ranging from \$200 to \$400.

The source of this support varies. The most highly endowed institution, Dalhousie (endowment \$5500 per student), appropriates library funds principally from general income, while some church colleges depend principally on special endowments for book funds. Mount Allison also includes a direct \$10 student library fee.

Staff establishment and salaries are quite separate from the official "library budget." The library committee, usually all faculty members but in one case including also the president and two members of the governing board, allots the book funds. Staff needs are usually passed on by the university administration as they arise, and salary scales have been set up only at New Brunswick, where all staff policies are kept in line with general provincial civil service policies. At other colleges, understaffing and a policy of "private bargaining" about salaries has prevailed.

The basic Canadian salary for professional librarians in 1948, as determined by the Canadian Library Association, was \$1800; the minimum salary in the Dominion government Civil Service scale in 1949 was \$2100 for the same position. The present study developed and recommended a scale based on \$2100, rising through three grades to a basic salary for the highest grade of \$3600, which is the prevailing basic salary for academic staff having the doctoral degree (based on Dominion Bureau of Statistics figures for 1944-46). Of the college library salaries investigated, only three were above \$1800; 10 reached that level and six were below. Figures for teaching staff in the same colleges showed that librarians received one half to two thirds the salary of the average assistant professor, or about four fifths of the *minimum* for library assistants in the U.S. Even these levels were reached only after 1940; before that, the general salary level was on the order of \$1200. There is still

no general policy of salary schedules and increases.

Policy on allotment of book budgets varies widely. The college with the largest budget reserves more than half of it as a general fund, supervised by the faculty book committee. The next largest budget is 90 per cent divided into departmental allotments. The smaller book funds are divided about 75 per cent to departments and 25 per cent as general funds. From other considerations it appeared that those libraries operated as strong, independent departments, with capable administration and recognition from university policy makers, were left direct control of a much larger proportion of the book funds than libraries where faculty control has a long and heavy tradition, where administration has been weak and dependent on faculty direction.

It is difficult to say to what extent these levels of library support are "adequate," because university policy on the library is uniformly vague. Present understaffing, however, indicates that a 50 per cent increase in salary budgets is imperative; doubling would be needed to reach recommended levels. The haphazard book resources to be mentioned presently, the lack of services and general interest in the library, indicate that the same proportionate increase in book budgets would not be excessive.

McEwen's gloomy picture of the small college librarian³ is not duplicated in this region; yet through personal relationships in the small academic community, the academic attitude is frequently scornful of the library staff, consciously or otherwise. Especially where faculty control, unofficial or through a committee, persists, the library staff are considered clerks and the library is a depot, not a service. At only one college is the librarian a recognized faculty

member; here he also teaches library science.

One college continues with a part-time professor librarian. Another has an unusual organization with an "honorary librarian" who is dean of arts and head of a teaching department, as administrative chief while the librarian is operating head. A fourth college library has no actual librarian, the associate librarian carrying on operating functions while administrative functions are in the hands of a joint faculty governors committee. In all these colleges the "library clerk" attitude persists, even though the title of faculty member may be given to staff members.

Although one librarian declared that "Unanimity is needed among Maritime librarians in regard to faculty status for library staff," the question lies dormant, probably because few library workers are qualified or feel the need of such recognition. Of the library staffs surveyed, those workers with more than five years' experience uniformly had either a diploma course or no formal library training. Only one head librarian in the group had a library science degree, though others had long experience. The remaining staff consisted of young workers with only a year or two of experience, and with bachelor's degrees in library science. The turnover among this group is very high. One library has changed its whole staff almost every year. Salaries, understaffing and outside control seem to encourage the turnover.

Small staffs of two to eight professional workers cannot effectively be departmentalized, since almost everyone must aid in circulation. Two libraries have special order clerks and reference librarians. One also has an archivist and a serials librarian. Catalogers frequently do their own typing. There is little specialization in interests or duties, except for the cataloger, and the region is not developing either specialized workers or administrators. Most serious,

³ McEwen, R. W. "Status of College Librarians," *College and Research Libraries*, 3:256-61, June 1942.

this lack of professional development does not encourage confidence and respect from faculty members or library staff, and abases salary standards. Within the region as a whole, poor precedent between institutions, and lack of professional leadership result. This is reflected also in the professional affiliations and reading habits of these librarians. Only 10 out of 17 are members of the Canadian Library Association, and two of A.L.A. Only nine regularly read *Library Journal* or *Ontario Library Review*, only eight read *College and Research Libraries*. There is little acquaintance with the literature of modern librarianship.

Library Resources

The 1943 checklists of the North Central Association were used as a quantitative measure of library book stocks. The more than 300,000 volumes in five libraries contain collections of possible research caliber in five fields— theology, history, Canadian literature and history, English literature, and biological science—resources in a relatively limited field sufficient for original work at the M.A. level. None of the colleges offers a Ph.D. (Dalhousie offers medical and dental doctorates), but the work for the M.A. is sometimes being offered where library holdings are hardly adequate for undergraduate work.

Special or outstanding collections are isolated, one or two in each college, typical of the college library which cannot afford research collections.⁴ Further, seven important fields—French and German literatures, general language and literature, general science and mathematics, forestry (although a master's degree is given), technology (despite an engineering school), and general bibliography—are nowhere adequately represented in these libraries for their curricular importance. Nor are sev-

eral of these subjects adequately covered by any other library in the region. Yet honors or advanced degrees are offered in several of them.

Three of the best collections moreover, have been built up accidentally, or outside curricular demands, by outside donors. Many such special collections are very little used.

Inadequate library administration and shortsighted institutional administration are largely responsible. Only when some faculty member was immediately interested has the library been intensively cultivated; and the faculty, sometimes belittling the importance of library resources in their own specialty, have offered courses and degrees without adequate library support. General or borderline fields have particularly suffered. It is the librarian's duty to buttress holdings where required, particularly in basic fields like bibliography, and to "sell" the library to the faculty—to persuade them fully to exploit special library resources, whether obtained accidentally or through philanthropy. Above all, special collections must not be left unmaintained or, like several of these, they become useless corpses.

Best use can be made of available resources and funds only if these libraries cooperate and combine; first by pooling and listing of resources, second by specialization in acquisition and growth, and third by intensive and cooperative use. A regional union catalog, long discussed by the Maritime Library Association, was shelved in 1949 in favor of awaiting the proposed Canadian national union catalog. The published catalogs of certain special collections are insufficient to allow full use of the entire library, especially when no one library has an outstanding or complete collection. "Family pride" has been the greatest obstacle to specialization and pooling of resources. Yet regional resources in a given subject could in many cases be com-

⁴ Downs, R. B. "Where Are America's Research Resources?" *Scientific Monthly*, 62:513, 1946.

bined to give a single collection of graduate caliber, without impoverishing any one library.

In short, institutional policies as well as library policies have made these college libraries haphazard and ineffective. Long-term development in well-defined directions is required, with inter-institutional agreement and avoidance of duplication, in order to make best use of meager funds.

Physical Plant

Ironically, the least crowded library building is the only one to be expanded. At New Brunswick, a growing 40,000 volume library is well housed in a building with a total book capacity of 125,000, with facilities for microfilm, archives, special collections and a possible library school. King's College library, in a 1931 building, will never outgrow its quarters because of its ancillary position to Dalhousie and related libraries. A third library, in a 1927 building, requires more stack space and better utilization of space originally conceived as memorial halls and board rooms. Two libraries in 1915 buildings have far outgrown them.

The undesirability of nonlibrary functions in a library building has been well demonstrated here. Whether offices or classrooms, they stay long past the original "temporary" arrangements, and space finally released for library purposes frequently proves insufficient for the needed expansion. It is impossible to plan far enough ahead for a college library. Mechanization is one of the greatest needs in these buildings now. Ill-designed buildings with several floors need electric booklifts, elevators and communication systems. Next, possibly of even more importance, is modern lighting and sound conditioning.

Library Use

Even in a surface appraisal of these

college libraries, library use seemed more important than even actual library resources, and it was equally apparent that annual reports or "monthly circulation statistics" gave no indication of real library use. There was more than a suspicion that a "clique" makes most use of the library, and statistical study of actual circulation transactions was commenced. Call slips or equivalent records of single transactions were accumulated in each test library for a given period, usually four weeks. For each type of circulation (overnight reserve, in-building reserve, and nonreserve), the set of slips was arranged by borrower's name and a frequency distribution obtained, listing number of borrowers against circulation in books per student month. Loans to faculty, nonstudents and graduate students were excluded. In March 1948 two libraries supplied four files of slips; in February-March 1949 three libraries supplied eight files, a total of nearly 5000 single loans.

No matter what type of circulation was examined, distribution among light and heavy users for any one month was consistent. Differences from the typical curve were not statistically significant. Seventy five per cent of the students make no loans from the library in a given month; 10 per cent borrow one book (14 per cent of total circulation); 5 per cent borrow two (also 14 per cent); a further 6 per cent borrow five or more books each per month and account for 45 per cent of total circulation. "Mean" circulation per student month for nonreserves is 1.2, for reserves 0.6; standard deviation of the arithmetic mean, 2.2. Median nonreserve circulation was 0.7, and slightly lower for reserves. These figures agree well with Branscomb's "12 books per student year" but reserve circulation appears much smaller than his 50 to 60.⁵

⁵ Branscomb, Harvie. *Teaching with Books*. Chicago, American Library Association, 1940, Chapter 2.

There is considerable doubt whether open shelf reading makes up the difference.

At Dalhousie, a nonresidential college in a city of 100,000, much higher reading room and overnight use, totaling twice the mean nonreserve use, indicated the problem of the nonresident student who frequently cannot return to the library during the evening. Overnight loan privileges start at 4:00 P.M. Nonreserve use appeared normal, but in-building use was one and one-half times larger than nonreserve, and total library use per student was much higher. Competitive attractions of urban life are possibly less conducive to evening and weekend study, periods when the two-week books would normally be most used. At Dalhousie only 602 of the 1259 students were in arts, and the distribution of library use was much nearer the normal type when only they were considered. Departmental libraries and nearby King's College actually reported more outside students than its own students using the library at some times. Insufficiency of reading-room space and other facilities may also be a factor.

The heaviest users are arts seniors, mostly taking honors. One library showed an exception, the heaviest users coming from all years and all courses. It was quite noticeable in all cases that there are both arts seniors who never use the library, and occasional students who use the library heavily regardless of their course interests. No investigation was made of curricular reading in this regard. However, low Pearson correlations were found between various types of service (about -0.12), and the pattern of recurrence of names in various files of call slips indicates that the individual borrower frequently uses one or two types of service almost exclusively, though his preferred combination may not follow a general rule.

Reserves were generally agreed to be an unsatisfactory situation but one interesting

effect was noted when, between the 1948 and 1949 survey periods, one college almost abandoned the strict reserve system in favor of three-day loans for entire subjects. All books in English composition, for example, may be put on three-day or 48-hour circulation. Under this system, 550 of the 966 nonreserve loans in the 1949 test period were three-day loans, made by 208 borrowers, and many renewed. Total circulation did not significantly increase. The scatter and correlation with other types of circulation was not significantly different between three-day loans and all nonreserve loans. More important was the indication that nonreserve book use is mostly course work, and that many two-week loans are probably substitutes for unavailable reserve books. It also hints that books borrowed for two weeks are often not read through or thoroughly. Although total library use has not increased, the availability of collateral reading material and the use of "course reserves" has probably increased.

Stagnant reserve lists, unused titles, overloaded reserve shelves, and failure to adjust copies on hand to student load are the common complaints about reserve work. The experience of substituting short loan for strict reserve circulation indicates that "collateral" rather than "required" reading, larger backgrounds of material and freer choice are factors in easing library loads, but total reading will not increase until teaching methods are radically altered.

Lack of reference service, or of student demand for such aid, is a surprising phenomenon in all the libraries. Only two of the group have reference librarians. In one library, the reference librarian has over-all supervision of public service functions, circulation (in an open-stack library) being an entirely clerical department. In the other library, the reference librarian has general charge of periodicals and government documents. One of the other libraries reports

that "little formal" reference work is done, and assistance to individual students is almost entirely aid in using the catalog. Nor does this library give any instruction to the general student body in the use of the library. In all the libraries, desk attendants are usually clerical, and neither students nor faculty seem fully to realize the services available from trained library staff. The conclusion was inevitable that this is one of the perpetuating factors in the library clerk attitude in the minds of faculty and administration. Though local circumstances make applications vary, increased emphasis seems needed on public service, and particularly special bibliographic and reference service to the faculty. Bolstering of the quality and quantity of reference and bibliographic resources in the library is an immediate need.

The Acadia Library offers elective courses in library science for undergraduates; the enrolment is very small. New Brunswick reports very marked and immediate gains in use of the library after inauguration of a compulsory lecture and tour of the open-stack library for all new students, sometime after the opening of classes each fall. A third library had had negligible results from an annual tour of the library for new students during "orientation week" each fall, and in 1949 opened a compulsory four lecture course in use of the library, beginning a few weeks after the beginning of classes. Some faculty members at various colleges have been sufficiently interested in the bibliography of their subjects to give, or enlist library staff in giving, lectures on subject bibliography, but these have never been directed thoroughly or consistently at advanced students writing theses.

The conclusions reached from the necessarily limited study of circulation were far from encouraging. They showed that only one fifth of the student body are regular

users of the library, and that the usual "statistics" of "circulation" are useless. The attempts at analysis indicate that a single record of each loan transaction is sufficient, provided it is a transaction record, i.e., a one-time-use call slip (or better, light card). It is better adapted to college library needs than a bookcard system because records can be saved and accumulated for study. College library methods, services and resources should be based on direct study of these records by statistical analysis.

Primary stress falls on different types of circulation in the various institutions, dependent on such factors as student residence circumstances, but generally nonreserve books must be available freely, without difficulty or delay, to the undergraduate. The best or most pertinent readings in connection with courses must be suggested and made available without restrictions of time or location.

The student must be aided not only with difficulties of obtaining material, but of selecting and using it, and the student must be trained to perform these functions for himself. This involves, first, availability of books—open stacks or shelves. The popularity of a tiny college library with 5000 books, the major part of its newest material on open shelves, and the popularity of a larger open-stack library, both demonstrate this. Secondly, the short-loan system replaces strict reserves, and finally, co-operation of library and teaching staff to aid students in selecting material, and to teach library habits, will increase the real use of these libraries.

Conclusion

Feasibility was set as a hard limit in this survey of college libraries. Conclusions and recommendations, in a relatively poor group of institutions, are useless unless they can be carried out within existing financial structures. The vicious circle would be

impossible to break if this were taken literally. One college indeed refused to break it when they refused to accept a trained librarian at a salary of \$2500. They have since not had a head librarian, and have operated under administrative direction of a faculty committee.

The vicious circle in many of these libraries must be broken at the point of university administration, in order that new concepts of library service may be developed. The supervising body, whether board of governors, president, or faculty committee, must be convinced, whether by the library staff or other agency, of the service which a library can offer when operating under a capable administrative specialist. It would then be the administrator-librarian's task to convince the faculty in general and win their cooperation in a

program of welding the library to the instructional work. Unfortunately, the supply of capable librarians, of academic standing equal to the faculty, and with experience in library administration is particularly limited in eastern Canada. "Persuasive personal relationships," however, would make expensive library programs perhaps less necessary. Joint faculty library approach is essential if the library is to be an active and essential part of the student's education.

The other aspect of the problem is regional, and here again personal relationships, and the continued health and prosperity of regional library associations, will accomplish much. Nevertheless, some actual institutional cooperation, relinquishment of sovereignty even, will be needed to make the librarians' task possible.

The Vassariana Collection

(Continued from page 354)

both of these series constantly, for each new gift of Vassariana brings some item hitherto lacking in our collection. As a final "last resort" we have an information file for ready reference. This includes not only items of information, but also location notes and statistics.

As for the physical care of the collection, books and pamphlets are cared for in the usual way, being protected by leather or cloth bindings, lacers, binders, envelopes or pamphlet boxes. Oversize broadsides, maps and charts are stored in large poster boxes, protected by folders of acid-free paper. The archival materials in the vault have special shelving, lockers and cupboards. Fragile items which need extra protection are placed in cellophane envelopes or acid-free folders. We buy 100 per cent rag content paper, substance 13, in sheets 28" x 34" and cut them to the desired size. Many of the rarer items have been restored and repaired; some are mounted on silk, others on linen or photo-mount. In our experience the lamination

process has not been successful.

Since the library is the official depository of college publications, we have worked out a plan for the storage and arrangement of extra copies. After some experimenting we decided to arrange the items by call number. An author index in slip form gives the exact location, the number of copies available and any special notes about scarcity or other restrictions. A student assistant records items and keeps the collection in order.

We have a definite program for the reproduction of unique and fragile items. Copies are made by photography, including microfilm and portagraph, and typescripts are made whenever advisable. For example, we plan to copy all of the manuscript letters of Matthew Vassar. The collection of typescripts will then be cataloged to serve the need of the student who is interested in content only. At present we have not the necessary funds or the personnel to carry the program forward as rapidly as we would like. A Vassariana endowment is greatly needed.

New Periodicals of 1950—Part I.

Miss Brown is head, Serials Section, Descriptive Cataloging Division, Library of Congress.

THE OUTPUT of new periodicals which seem to possess reference value and a chance of being continued gradually grows smaller when based on Library of Congress acquisitions. This is as true for American publications as for foreign. Corporations, chambers of commerce, labor and political organizations, and of course governments, continue to launch new organs. But this does not seem to be true for the large commercial publishers, research institutions and societies. The result is quantity but not quality.

Documentation

To be of assistance in the ever present problem of cataloging, preserving and servicing of library materials is the aim of the following new publications in the field of documentation. The "processes involved in the assembling of collections of written records and providing guides to their use" is the subject of *American Documentation*, a quarterly publication of the American Documentation Institute. Vernon D. Tate, the editor, in the introduction to the new journal, states that its aim will be

to serve as an impartial clearing house and channel of communication for information from any source about documentation; for the publication of original research in the field; for reporting investigations of new techniques, mechanisms and devices for documentation and their applications both in the United States and abroad; to assist in the development and adoption of basic standards; to pro-

vide bibliographic and other control of the literature; to serve as an effective medium for national and international cooperation and exchange in documentation; to stimulate and discuss new ideas and approaches to existing or future problems; and for the publication of material originated by the American Documentation Institute.

In the first issue Jesse Shera and Margaret Egan survey "Documentation in the United States," Henry M. Silver contributes "The Publication of Original Research Materials" and Fremont Rider is ready for "Archival Materials on Microcards."

Abstracting of periodical literature is being conducted for the first time by the International African Institute in *African Abstracts*. Published with assistance from Unesco, this quarterly will provide informative abstracts of books and periodicals in the fields of African ethnology, sociology and linguistics. Thirty journals which appeared during the period 1948-49 are represented by abstracts in the first issue of the new journal.

A national bibliography and cataloging service was inaugurated by the Council of the British National Bibliography, Ltd., located at the British Museum, in its publication *The British National Bibliography*. There is given the catalog entry for books deposited in the Copyright Office of the British Museum. Excluded from the lists are cheap novelettes, periodicals (except that the first issue of a new periodical and the first issue of a periodical under a new title will be included), publications of the government of Eire, music and maps. Of British official publications all Parliamentary publications, except *Public General*

Acts and some Command Papers and all circulars and similar material among the non-Parliamentary publications will also be excluded. Entries are arranged by Dewey classification numbers and there are given author, title, imprint, collation, price and brief bibliographical notes.

Films

A new journal on some phase of moving pictures usually appears about every six months. In February this year the National Board of Motion Pictures, Inc., issued the first number of *Films in Review*. Here films are discussed from the point of view of entertainment, education and art. Volume one, number one, contains articles on "Wyler, Wellman and Huston: Three Directors," "The Negro in Films Today," "World's Second Biggest Film Maker: A Report from India" and reviews of the board's selection of the 10 best pictures of 1949.

Education

The Journal of Teacher Education, published by the National Commission on Teacher Educational and Professional Standards, is "intended to reflect and to stimulate the best practices in the education of teachers in the United States." Because the answers to our world problems can come only through effective education of people, and effective education can come only from thoroughly qualified teachers, the preparation of such teachers therefore comes to be the most important element in the establishing of peace and justice. Articles on professional accreditation, in-service education, selection of prospective teachers for training, book notes and announcements of events and developments in teacher education are included in the first issue.

Finance

The International Monetary Fund is

making available the work of members of its staff in its *Staff Papers*. Such papers as its "Latent Inflation," "The Measurement of Inflation," and "Role of the ECA Program" will be helpful to economists and others concerned with monetary and financial problems.

Political Affairs

Middle Eastern Affairs, published monthly in New York by the Council for Middle Eastern Affairs, summarizes the important political events of the Middle East. Articles, very brief book reviews and a chronology of events are included in the first issue.

Religion

The American Benedictine Review was established to stimulate and promote the interests and activities of American Benedictines and to cultivate and transmit the best traditions of Benedictine life and scholarship. Contributions are scholarly, ranging in scope from the historical account of "O Roma Nobilis" the official hymn of the present Holy Year, and "The Regula Magistre: the Primitive Rule of St. Benedict," to an account by a visiting English clergyman entitled "American Memories." A section of book reviews is included.

Literature

Dialog, *Dansk Tidsskrift for Kultur* from Copenhagen and *Rivista di Critica* from Rome are two new scholarly literary journals. *Dialog* is edited by the critic Sven Moller Kristensen. Volume one, number one, contains articles on literary and philosophical subjects, poems and brief notes on the contents of a few literary journals. *Rivista di Critica* similarly includes articles on literature, along with those on art, socialism and critical notes on the cinema, new music and new books. Much broader in scope is *Measure*, a Critical Journal pub-

lished in Chicago with Robert M. Hutchins as chairman of the board of editors. Among the contributions of the first issue were "T. S. Eliot on Education," by Mr. Hutchins, "Social Science among the Humanities," by Robert Redfield and "The State of India" by Jawaharlal Nehru. *Number* is a new poetry journal from San Francisco. It will publish the work of new poets, the contributors of the first issue having been members of the 1949 Workshop in Poetry Writing of the University of California Extension Division. *Pen Money* is a little magazine published in Upland, Ind., which is to serve as a market guide for "fillers" and other brief written material. It will include articles on how and what to write and offer suggestions on where to get ideas. Included in the first issue are lists of publishers for "Boners and Typographical Errors," "Facts and Oddities," "Games and Puzzles," "Household Hints," etc., etc. The Shakespeare Association of America began the publication of *The Shakespeare Quarterly* at Lehigh University. An article on "The Oregon Shakespeare Festival," another on "What a Theatre for Shakespeare Should Be," a few book reviews and notes and comment on Shakespearean events are among the contents of the first issue. *The Stylus, a Magazine for Young Writers* "is to contain short pieces and poetry by various authors who can be classed as 'young,' 'inexperienced,' 'beginning,' or, more particularly, 'non-selling.'"

Graphic Arts

Portfolio Magazine, a Magazine of the Graphic Arts is published in Cincinnati by the Zebra Press. Included are profusely illustrated articles on typefaces, poster design, trademarks, photography and other subjects.

Television

"To serve the new, surging industry of

television" comes *Television Engineering* which supersedes *Communications*. This journal is planned to be of interest to manufacturers as well as engineers. New products and services will be discussed as well as the advancements in the science of television broadcasting and reception.

Physics

British Journal of Applied Physics published by the Institute of Physics continues the "Physics in Industry" section of the *Journal of Scientific Instruments*. It will announce new applications of physics, will accept papers of merit and a selection from the lectures, discussions and symposia arranged by the institute. Book reviews, correspondence and technical notes and news are to be included. Among the contents of the first number are "A Scientific Education" by the vice-chancellor of the University of Bristol, "Some Chemical and Physical Properties of Rubber," and "The Measurement of Opacity and Reflectivity for Printing Papers."

Medicine

A greater number of valuable new journals appeared in the medical field than in any other. *Angiology, the Journal of Vascular Diseases* is published under the auspices of the Angiology Research Foundation with Dr. S. S. Samuels as editor, assisted by an international board of associate editors. Articles are illustrated and accompanied by bibliographies. *Archives of Industrial Hygiene and Occupational Medicine* is published by the American Medical Association. "Significance of Nonoccupational Disability," "Can Management, Labor and Medicine Work Together for Health?" "Carbon Tetrachloride Poisoning," titles of articles in the initial issue, are indicative of the contents. *BMQ, the Boston Medical Quarterly* is being issued by the Boston University School of Medi-

cine and Massachusetts Memorial Hospitals. The purpose of the new journal is to provide information of professional interest by publishing original articles, review articles, clinics, abstracts of articles by staff members, and news of important developments in the school and the hospitals. *Circulation, the Journal of the American Heart Association* is addressed to the research scientist, the specialist and the practicing physician. "Its intention is to include articles in the basic sciences relating to this field and papers representing the finest type of clinical research, as well as those which are mainly 'practical' in their application." Articles are illustrated and accompanied by "References." Also there is included a section "Abstracts" of articles from medical journals. Another journal issued by a professional society is *Fertility and Sterility, Official Journal of the American Society for the Study of Sterility*. Since this society is composed of anatomists, embryologists, en-

docrinologists, geneticists, gynecologists, pathologists and other specialists, it seems necessary to assemble for them in one publication papers on subjects which are pertinent to their interests. *Acta Physiologica et Pharmacologica Neerlandica* sponsored by the Holland Society of Sciences supersedes *Archives Neerlandaises de Physiologie* and *Acta Brevia Neerlandica*. It will publish original contributions on physiological, pharmacological and biochemical subjects and contain proceedings of meetings of the Dutch Society of Physiology and Pharmacology. Articles may be in English, French or German, with summaries in all three languages.

Gardening

Popular Gardening will be equally interesting to amateurs or experts. Emphasis is on growing flowers, although the first issue included one article on vegetables and one on fruits.

Periodicals

- Acta Physiologica et Pharmacologica Neerlandica*. North-Holland Publishing Company, Amsterdam. v.1, no.1, January 1950. 4 nos. a year. \$7.
African Abstracts. International African Institute, Seymour House, 17 Waterloo Place, London, S.W.1. v.1, no.1, January 1950. Quarterly. 26s.
The American Benedictine Review. American Benedictine Academy, St. Mary's Abbey, 528 High St., Newark 2, N.J. v.1, no.1, March 1950. Quarterly. \$5.
American Documentation. 1719 N. St., N.W., Washington 6, D.C. v.1, no.1, January 1950. Quarterly. \$5.
Anaesthesiology, the Journal of Vascular Diseases. Williams and Wilkins Co., Baltimore 2. v.1, no.1, February 1950. Bimonthly. \$8.
Archives of Industrial Hygiene and Occupational Medicine. American Medical Association, 535 N. Dearborn St., Chicago 10. v.1, no.1, January 1950. Monthly. \$8.
BMO, the Boston Medical Quarterly. Boston University, School of Medicine, 80 E. Concord St., Boston 18. v.1, no.1, March 1950. \$2.
British Journal of Applied Physics. The Institute of Physics, 47 Belgrave Square, London, S.W.1. v.1, no.1, January 1950. Monthly. \$8.50.
The British National Bibliography. Council of the British National Bibliography, Ltd., British Museum, London, W.C.1. no.1, January 4, 1950. Weekly. £12.
Circulation. Grune and Stratton, Inc., 381 Fourth Ave., New York 16. v.1, no.1, January 1950. Monthly. \$12.
Dialog, Dansk Tidsskrift for Kultur. Forlaget Tiden, Bredgade 37, København K. v.1, no.1, 1950. Frequency not given. Price not given.
Fertility and Sterility. P. B. Hoeber, Inc., 40 E. 33rd St., New York 16. v.1, no.1, January 1950. Bimonthly. \$8.

- Films in Review*. National Board of Review of Motion Pictures, Inc., 31 Union Square West, New York 3. v.1, no.1, February 1950. 10 nos. a year. \$1.
International Monetary Fund. Staff Papers. International Monetary Fund, 1818 H St., N.W., Washington 25. v.1, no.1, February 1950. 3 nos. a year. \$3.50.
The Journal of Teacher Education. National Education Association, 1201 Sixteenth St., N.W., Washington 6. v.1, no.1, March 1950. Quarterly. \$3.
Measure: a Critical Journal. Henry Regnery Co., 20 W. Jackson Blvd., Chicago 4. v.1, no.1, Winter 1950. Quarterly. \$3.50.
Middle Eastern Affairs. Council for Middle Eastern Affairs, Inc., 324 E. 24 St., New York 10. v.1, no.1, January 1950. Monthly. \$2.
Number, a Magazine of Modern Poetry. 155 Manor Drive, San Francisco 27. v.1, no.1, Spring 1950. Quarterly. \$1.75.
Pen Money. A. D. Freese and Sons, Upland, Ind. no.1, Summer 1950. Frequency not given. Price not given.
Popular Gardening. Gardening Publications, Inc., 90 State St., Albany, N.Y. v.1, no.1, March-April 1950. Bimonthly. \$2.50.
Portfolio. Zelra Press, 22 East 12th St., Cincinnati 10. v.1, no.1, Winter 1950. Quarterly. \$12.
Rivista di Critica. Via Chiana 35, Roma. v.1, no.1, January-February 1950. Frequency not given. L. 2000.
The Shakespeare Quarterly. Shakespeare Association of America, Inc., Lehigh University, Bethlehem, Pa. v.1, no.1, January 1950. \$3.
The Stylus. James Wade, 2510 Madison Ave., Granite City, Ill. v.1, no.1, January 1950. Quarterly. Price not given.
Television Engineering. Bryan Davis Publishing Company, Inc., 52 Vanderbilt Ave., New York 17. v.1, no.1, January 1950. Monthly. \$3.

The Charles Hayden Memorial Library¹

Dr. Tate is director of libraries, Massachusetts Institute of Technology.

THE NEW Charles Hayden Memorial Library is the third physical repository for the collection of recorded knowledge of the Massachusetts Institute of Technology. The first was located in the Rogers building on Boylston Street in Boston on a site now part of the New England Mutual building. The Rogers building is fittingly recalled in the design imprinted on the drapes in the Dewey Library. Here William P. Atkinson, professor of English and history, undertook from 1866-68 to supervise the acquisition of books for the fledgling institute. From 1887-89 Clement W. Andrews, an instructor in organic chemistry, was employed to catalog the library and was appointed its librarian in 1889. His work during the ensuing six years laid the foundation for the institute library as we know it today. On his departure to found the John Crerar Library in Chicago, Robert Payne Bigelow, then an instructor in biology, was appointed his successor. For 30 years, from 1895-1925, Dr. Bigelow labored to establish and develop a library service commensurate with the growing stature of the institute. In 1916, with the completion of the main group of buildings in Cambridge, the library was moved to its second location in Building 10, not to the ground floor, as the architect had intended, but to floors five to eight beneath the great dome. The lofty circular reading room surrounded by stacks and embellished by a swinging pendulum

suspended from the center of the dome is familiar to all but the most recent graduates. Dr. Bigelow was succeeded in 1925 by William N. Seaver, the fourth institute librarian, who, until his retirement in 1947 as the shadow of the Charles Hayden Memorial Library was looming above the horizon, ably continued and expanded the tradition of timely, convenient and efficient library service to faculty, students, staff and alumni.

These goals of timely, convenient and efficient service best express the philosophy underlying M.I.T.'s library system. To insure timeliness and convenience, nine fully-integrated branch libraries have been established in locations near the departments that they serve; to promote efficiency, rigorous scrutiny of acquisitions, equal attention to the elimination of outdated or surplus books coupled with large purchases of reference material and periodicals, the real working strength of the library, must go hand in hand with latest developments in documentation control and use whether expressed in terms of microfilm, microprint, punched cards, rapid selectors or electronic data utilization devices. Mere size has never been an objective. While M.I.T.'s approximately 450,000 books, the largest institutional library of its type in the country, places it 41st among college and university libraries, there is no reason, if the needs of its users can be met by a smaller collection, why it cannot and should not be reduced in size.

The breathless, frantic pace of research in science, in engineering and in humanities relies for its realization as in the past on

¹ Remarks at the dedication of the Charles Hayden Memorial Library, Massachusetts Institute of Technology, May 19, 1950.

publication. The sheer volume and complexity of printed material now available has created problems of communication, of the organization of information and of documentation that are fully as grave as issues of national and international policy of which they form a significant part. Books may now be obsolescent before they can be printed and distributed. Periodicals lag far behind the forefront of progress. Sometimes a badly needed article even after it has been approved by an editorial board is usually delayed from three to 18 months in publication. As a palliative, "preprints" are distributed in small numbers on a more or less haphazard basis. These informal methods of publication have served to complicate the situation even further. It has been authoritatively stated



*Robert P. Bigelow, Vernon D. Tate
and William N. Seaver*

that since World War II, research in science and engineering has increased by a factor of 10, but much of it has been repetitive and useless because of the breakdown of communication. It might be argued that these matters are of no concern to the library, which should be content to accept, organize and service publications created by others, but the hollowness of the argument is amply apparent. No longer may a library live by books alone. It will remain the storehouse of knowledge but must also become an active energetic center for current documentation and information.

There is another side to the picture. The student of today faces an infinitely more complex world than that even of a decade past. In order to orient himself, to achieve intellectual maturity, a student must either spend more years in study or make more effective use of the time at his disposal. The tyrant time can be a terrible taskmaster. Through organization of its holdings to supply data in condensed and palatable form, through judicious selection of readable editions, and possibly more important than either, through the provision of truly adequate physical surroundings designed and intended to be used and enjoyed to the utmost, the library may make no small contribution to the process of education. There is no inherent virtue in discomfort in a library. Relaxed, comfortable attractive surroundings facilitate reading and study. The Charles Hayden Memorial Library is not and shall not become austere. If it did, much of its utility would be lost.

It is interesting, and it may be significant, to reflect that the Massachusetts Institute of Technology and its library have registered greatest progress directly after periods of armed conflict. The institute itself was formed during and immediately after the first great war of modern times, the Civil War (perhaps better termed the "War between the States"). Occupancy of the main group of institute buildings, including the former Central Library in 1916, occurred in the midst of what has become known as World War I. The Charles Hayden Memorial Library was begun shortly after the end of World War II. Can there be any more or better proof of the real desire of the American people to reforge the sword of war into the plowshare of peace than the Charles Hayden Memorial Library, the most recent contribution of the institute to knowledge and understanding.

The Reference Function of the Lamont Library¹

Mr. Haviland is reference assistant, Lamont Library, Harvard College.

WHERE may I find a map showing the boundaries of the Iron Curtain?

If you were the Emperor Diocletian, what would you do about price-fixing?

Our class is writing on John Brown, where do I find biographical material?

How far has the President's civil rights program progressed?

What is being done to implement the North Atlantic Pact?

What is the population and per cent of people in labor unions in countries throughout the world?

These are typical questions asked at the reference desk, Lamont Library, by undergraduates in Harvard College, and as is usual, this staff is hard put at times to come up with the answer. These questions stem from curiosity, from class assignments, from papers or theses or from reading. Debaters and theme writers from the elementary course in English account for a part of our demand.

Since the opening of Lamont in January 1949, the Harvard undergraduate has had available the services of professional librarians during the hours that the library is open, from 8:45 A.M. to 10:00 P.M. Monday through Friday and to 5:30 P.M. on Saturday. This amount of staff time is

in contrast to the situation found previously by the undergraduate in Widener where service was available only until 5:30 each day and where, indeed, he was in competition with faculty, graduate students and visitors for this service. In Lamont the undergraduate comes first.

The reference function is defined as guidance in the proper and efficient use of the general collection, interpretation of its content and maintenance of an up-to-date ready reference collection. A designated staff qualified to give service implements this function.

A student upon entering the Lamont Library sees books around him. He cannot go to a reading area or from one part of the building to another without passing through a part of the book collection or seeing it at one side. The emphasis in this building is upon exposing the student to the book, and it is hoped that his first contact with this library will be with the books on the shelves. Staff members and card catalogs do not stand in his way as necessary preliminary hurdles, but are provided as assistants when he is in need of help. Herein lies the important departure of the Lamont Library from the past experience of the Harvard student. Never before has he had free access to a general collection of books; a collection selected, housed and administered for his use. And it is here that the reference staff plays its most important role. As an interpreter of the collection and as a guide to its proper and efficient use, this staff functions in a

¹ Paper presented at the meeting by the College Libraries Section, A.C.R.L., Cleveland, July 21, 1950. The writer wishes to call attention to a statement related to this topic which appeared in the *Harvard Library Bulletin*, Winter 1949.

way that has not previously been entirely possible.

A student interested in fine arts, for example, will find the histories, biographies, dictionaries and the more important current periodicals in this field in Lamont, together with the texts on the theory of art and the various arts. These materials will support the general course work and the student's immediate interest resulting from his lectures or assigned reading. When he is preparing for term papers or an honors thesis, he will have become thoroughly familiar with the foundations of his field by seeing and using the books on the shelves. From these he may learn of more exhaustive works as listed in footnotes and bibliographies. The reference staff will direct him to these works and to others in the fine arts collections in the Fogg Museum Library and in Widener. The student thus will be saved the trouble of making a new research effort in the more specialized and complete collection of the university, since he will know specifically what he is seeking and where it is to be found. Students in history, literature, government and economics, likewise, will be just as well prepared upon going to Widener since the reference work necessary to decide what to use may frequently be done in Lamont, and a student may then be sent directly to the stack locations where his materials are to be found. One important aspect of the referring of students to another library is that the reference staff sends the student to a specific library, to a particular person in that library and for specified material, and telephones the library to prepare that person to receive the student. This reference preparation is possible for all curricular areas and for any of the departmental and special libraries in the university.

The primary concern of the reference staff is to aid students in the use of the library. The whole staff joins with the

reference staff in implementing this principle. The library's educational policy requires that the staff give the student direction to sources in reference work or text where information may be found rather than actually doing the work for him. The reference assistant points out specific sources and then follows up to ascertain if the student has found what he needs. Guides to self-help are used. One means is the scattering throughout the building of copies of the outline of the classification scheme and its subject index. Another means of self-help is the posting on bulletin boards of floor plans upon which have been inserted the numbers of the classification scheme. Also on bulletin boards have been placed brief topical indexes to the classifications with their stack location as well as outlines delineating the content of each level of the building. A student with a specific subject in mind is directed by these means to the point in the book collection where that subject is represented. This direct approach to the book stock should provide the solution for most students. The reference staff is available for those who do not find what they want.

The reference staff experienced mainly informational or directional types of questions during the first six months of operation. This academic year, however, with greater familiarity with the physical organization of the building and collection, the students have asked many more truly reference questions. This increase may be attributed directly to the availability of a professional reference staff prepared to serve the students' needs. Students meeting with success on the first encounter have come back for more and told their friends about our service. After all this is the best publicity.

The Lamont reference collection was selected in the following manner. A librarian on the staff of the Harvard College

Library compiled a list of recommendations, selected mainly from Mudge's *Guide to Reference Books* and its *Supplements* through 1946, and added to this list items found in course lists, in the house libraries (Harvard's seven dormitory libraries, each of over 10,000 volumes), and in reviews in periodicals. A library committee revised this selection.

What is a reference book? There have been various definitions, none of them entirely satisfactory. The term is a loose one referring in general to encyclopedias, dictionaries, manuals, handbooks, yearbooks, atlases, bibliographies, indexes and outlines. It may be extended to include any general systematic treatment of a subject. Hence, many of the books found in the general collection in the Lamont Library would, in another library, become a part of the reference collection. The division is a matter of judgment based upon the use to which the library is put by its patrons.

The principles governing the selection of materials for the collection in the Lamont reference room were both general and specific. "Usefulness to undergraduates" was believed to limit the collection. Encyclopedias in English, French, German, Italian and Spanish have been obtained. Language dictionaries in these languages and many others are included, often liberally duplicated. A large atlas collection fills a special case. Encyclopedias and dictionaries of special fields were restricted to those which supplement curricular areas of learning, such as history, philosophy, physics or chemistry. In the same way handbooks, manuals, yearbooks and systematic treatises of particular fields were strictly limited. American and English biographical dictionaries and tools of the *Who's Who* type are represented. Bibliographies have been included very sparingly, since most of the materials listed would be available in Widener or the departmental

or special libraries rather than in Lamont. This does not exclude, however, the general book and periodical bibliographies, lists and indexes so indispensable to all reference work. These types suggest the scope of the reference collection.

Alcove reference collections consisting of an encyclopedia, language dictionaries and reference materials in the fields of the part of the collection located on that level are shelved adjacent to the first, third and fifth level reading areas. These bring basic reference tools closer to the students in the reading areas, or the stacks, than would be possible if the reference collection were shelved entirely in the reference room on the third level. This arrangement also provides a segregated reference area for books that should not leave the building, yet permits these reference tools to be shelved near those parts of the general collection to which they are related.

A further word concerning the principle of selection may be added. The Lamont Library is one of some 75 libraries in the university, most of which are in the vicinity. As one of many, the undergraduate library may provide the general treatises and the fundamental works in special fields and rely on the special library to supply the specialized materials of its field. This principle applies likewise to the reference collection. When a student's need falls beyond the scope of the collection, he is directed to the appropriate library where he may obtain satisfaction. This makes for economy as well as efficiency.

The reference collection that has resulted from this selection consists largely, therefore, of what are usually called the "ready reference" tools. These serve as springboards to the general collection. They introduce the student to a field as a whole, give him a general grasp of a subject or point, or answer a specific question. They supply

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Handling Microcards in Libraries

Miss Bacon is reference librarian, Wesleyan University Library, and cataloger for the Microcard Foundation.

EVERY effort has been made in the production of microcards to insure that their processing will be economical. They are of standard catalog card size and fit the filing cases already in libraries. At the top of each card are both the decimal and Library of Congress classification numbers, as well as a subject heading chosen, if at all possible, from the *Library of Congress Subject Headings*. The author entry on each is one established after proper bibliographical research. The first card of each title is a full catalog entry.

At the Wesleyan library, the following simple procedure has been developed to care for its growing collection of microcards. Microcards are ordered exactly the same as books, specifying "microcard edition." When microcards are received they are checked against the orders as in the case of books. Then each microcard is rubber stamped "Wesleyan University Library" on its back to indicate its ownership. Next, the first card of a *volume* is accessioned. In other words, every card is stamped to show ownership, but where there are several cards to make up one volume only the first card of the "volume" is accessioned. The accession number is stamped on the back just below the hole. The Wesleyan stamp is centered and affixed below the accession number, both facing up so that it is readable without taking it out from the catalog drawer.

For statistical purposes each *volume* of a

work in microcard form is counted just as if it were a volume in book form. The Microcard Committee advised this, believing that the possession of a text is the important factor—not whether the text is one in microfilm, photostat, microcard or book form.

Whereas Rider suggested in *The Scholar and the Future of the Research Library* that microcards might be interfiled with the public catalog, he has since decided that ordinarily it is better to store a library's microcards in a separate file, representing them in the catalog with typewritten or L.C. catalog cards. The idea of having a microcard file arranged by author or subject to form a catalog works well for an individual's microcard collection or for a small or specialized microcard library, or in other cases where it is necessary to avoid expensive cataloging. But for a large library the interfiling of microcards with the existing card catalog is neither economical nor practical. Instead of representing a long set with one card it might mean incorporating several hundred cards into an already crowded catalog. These microcards would have to be extracted from the catalog for use in a reading machine which might be some distance from the catalog. Certainly the removal of cards from a main catalog is never to be encouraged. Only independent cataloging can give uniformity to conform with the special local idiosyncracies of the library purchasing microcards.

On the other hand, with the basic cataloging information provided on the heading for the first card of each microcarded title, the cataloging of microcards is much easier

than the cataloging of books. Just imagine what a saving it would mean if books came from their publishers with the authority work for the main entry done, with classification and subject indicated—not to mention collation checked and notes suitably worded!

Therefore, microcards at Wesleyan are filed in a separate room from the public catalog, where they are convenient to microcard readers but are under supervision. The cards are here filed by their L.C. classification and then by their author entries (since Cutter numbers are not given on microcards). The microcards in this classed arrangement form their own shelf list, thus saving the labor of typing a separate set of shelf list cards. A box is kept near the readers, with a request that cards be left in it after use, so that a staff member may refile them correctly. In a library using the decimal classification the cards would naturally be filed by D.C. number.

At Wesleyan, then, a regular set of catalog cards is typed for each microcard title not previously represented in the catalog. The microcard's Library of Congress number, preceded by the word "microcard" rubber stamped, is used as the microcard's call number. The subject heading on the microcard is checked with the Wesleyan subject heading list to see that it conforms with our local practice and further subject headings, added entries or cross references are added if desired. All other cataloging information needed is given in sufficient fullness on the first microcard so that a clerical assistant can make the necessary cards quickly and cheaply.

Because of the desirability of saving space wherever possible on microcards, paragraph-

ing which on L.C. cards sets off title, collation and notes has been discarded, all material being brought out flush with the margins. Supplements and indices are described in notes and in distribution statements in the second line rather than being set off as on Library of Congress cards. Death dates are omitted, not only to save space but to give uniformity because it is not practicable to republish microcards whenever authors die. Actually birth dates differentiate most authors of the same name with sufficient accuracy.

Folded material larger than the pages of the book in which it is found is uniformly photographed on the last microcard of each volume. It is also a general microcarding policy to arrange to have all index volumes at the end of the whole set for ease in finding. Since each volume is photographed as a unit (and the cards for that volume are numbered as a unit) an index volume on microcards may, however, be filed wherever desired. Thus an index volume may be filed after the last volume it indexes or after the whole set of cards for a given title.

In cases where we have both a book and a microcard copy of the same title the "microcard" stamp is affixed in the margin, with the Library of Congress classification on the author card for the book. (Wesleyan does not indicate additional copies on the secondary cards.) If there are variations in imprint information, the data for the microcard is added. Notes of completeness are made for microcard holdings, e.g., "Microcard set: v. 1-2" (in pencil).

As the use of microcards develops, improvement in headings may occur to librarians and their suggestions are welcome.

The Effect of Book Storage on Circulation Service

Mr. Grieder is assistant director, Stanford University Libraries.

THE LARGER libraries of the country, faced with the problem of housing huge annual increments in overflowing stack facilities, have in large measure accepted warehouse storage as a feasible method of mitigating their difficulties. Behind this acceptance is the premise that a sizable proportion of any such library is little used and does not require the accessible location and the immediate service needed for those books which are in heavier demand.

A strong probability in favor of this belief can be established by a cursory examination of any great library. But no method has yet been devised for estimating in an exact sense the effect of a given storage scheme on library services. Before concrete plans are drawn, it would seem desirable to find some basis other than conjecture for deciding how many volumes might reasonably be stored without serious detriment to service. Such a determination would be of value not only in deciding the size and location of storage facilities, but also in making possible intelligent decisions regarding the size and nature of the service organization which they would require.

The Stanford University Library is fortunate in having had sufficient stack space for some 35 years of growth. Within a few years this space will be exhausted, and some means of expanding it will have to be found. The physical situation of the library leaves the way open for several alter-

natives. There is plenty of room adjoining the main stack, if the latter were to be expanded, and the campus is large enough to offer many excellent building sites at distances up to five or six miles from the central library if more remote storage in cheaper quarters were desired. Moreover, any co-operative plan is likely to arouse interest because of the existence in the Bay Area of many college and public libraries, including two with more than a million volumes and one with half a million.

As a preliminary to the formulation of any specific plan for adding stack space, two studies were recently conducted at Stanford, the results of which appear in the accompanying table, "Stanford University Libraries: Circulation of Books from Main Stack." These studies refer only to the circulating volumes in the main stacks. Reference works and bound serials, which do not circulate to students at Stanford, were omitted. An estimate was first made of the number of circulating volumes in each broad subject class by using the shelf-list and surveying the shelves. All volumes currently charged were included in the total. A two-man team then sampled each class by taking the first circulating volume from each shelf and recording its last date of circulation as shown on the date slip. Volumes which had apparently never circulated were entered by accession date, which could be accurately determined since the inclusive accession numbers for each year of the library's history are known. The sample ratios established by this procedure

Stanford University Libraries
Circulation of Books from Main Stack

Cumulated distribution of books from main stack by date of last circulation compared with cumulated distribution of books currently circulated by date of last previous circulation¹

Date of Last Circulation ¹	Circulating Books in Main Stack ²		Books Circulated ³			
			Nov. 9-16, 1949		Nov. 18-25, 1949	
	Number	Per Cent	Number	Per Cent	Number	Per Cent
1949	261,900	100.00	3,768	100.00	2,193	100.00
1948	204,542	78.09	1,388	36.83	692	31.55
1947	179,058	68.36	802	21.28	406	18.51
1946	160,798	61.39	580	15.39	290	13.22
1945	147,550	56.33	497	13.19	245	11.17
1940-44	138,393	52.84	427	11.33	207	9.44
1935-39	102,195	39.02	251	6.66	112	5.11
1930-34	76,656	29.26	151	4.01	69	3.15
1925-29	56,375	21.52	76	2.02	44	2.01
1920-24	43,330	16.54	53	1.41	33	1.50
1915-19	32,075	12.24	36	.96	26	1.19
1910-14	21,803	8.32	23	.61	20	.91
1905-09	11,902	4.54	8	.21	13	.59
1900-04	6,142	2.34	4	.11	7	.32
1895-99	3,805	1.45	4	.11	5	.23
1891-94	1,579	.60	1	.03	3	.14

¹ Books never circulated were distributed by date of accessioning.

² Based on samples at an average ratio of 1 to 31 and consisting of first circulating book on each shelf. Corrected for books in use. Non-circulating materials were excluded.

³ Includes all books circulated from main loan desk, November 9-16 and November 18-25, 1949.

varied from class to class, the average being 1:31 for all classes.

After this sampling of shelved volumes in a class had been completed, the outstanding charges for that class were counted. These all represented 1949 charges, but only a portion corresponding to the sample ratio for the class was incorporated into the figures. The entire class, that is, was treated as though all outstanding volumes had been recalled, reshelfed and sampled as one group with the remainder. Before adding the sample of current charges to the 1949 charges recorded from the stacks, an equal number of shelf samples was struck out on the theory that if the charged volumes had been redistributed on the shelves, they would have fallen more or less evenly throughout the class. Some of them would therefore have been picked off the shelves instead of the volumes which were actually recorded.

The sample reading illustrates the utility of the table in giving at least a rough idea of the impact on loan services to be expected from the segregation of certain materials. It appears, for instance, that 29.26 per cent of the circulating volumes in the main library in 1949 had not been charged out since the end of 1934. As far as circulation is concerned, that percentage, numbering 76,656 volumes, could have been placed in storage with no substantial disruption of the service.

A sample, however, is not the whole of a class, especially one based on so small a ratio. It therefore seemed advisable to discover how many books currently requested would have required searching in storage. This was accomplished by recording the last *previous* circulation date for each volume charged at the main desk during two sample weeks in November 1949. Again, those volumes never before charged were

recorded by their accession dates. Referring once more to the table, it appears that 4.01 per cent and 3.15 per cent of the volumes charged during the two sample weeks had never circulated since 1934. Therefore, if the above-mentioned 76,656 volumes had been stored, 4.01 per cent and 3.15 per cent of the requests received during the two sample weeks would have had to be filled from storage. If the 56,375 volumes never circulated since the end of 1929 had been stored, only 2.02 per cent and 2.01 per cent of the loans made during the sample weeks would have had to be filled from storage.

Several factors are left in doubt by these

surveys. No attempt was made to measure use of books in the stacks or the amount of noncirculating material which might fall into the little-used category. There seems little doubt that at least as much of the latter could be stored as of the circulating book stock, and perhaps more, if some of the long serial sets were to be divided along chronological lines. The Stanford surveys are to a large degree exploratory, and they are reported here only as possible approaches to a more scientific basis for determining the advisability of storage in a given situation and for predicting its effect on the public services of a library.

The Lamont Library

(Continued from page 371)

information or they lead to sources of more complete or more specific information.

The classic writings, important treatises, basic texts and representative authors are to be found in the general collection. The student is referred to another library for other materials.

The reference staff as well as the other sections of the staff constantly work through the collection to eliminate superseded or

unused materials. At the same time, the staff systematically reviews the needs of the undergraduate as reflected in assigned and collateral reading and in special assignments, and selects materials from the current and second-hand book market to recommend for acquisition. An essential working collection and a reference staff thoroughly acquainted with its content are thus achieved.

Conference of Eastern College Librarians

The Conference of Eastern College Librarians, which did not meet last year, will be held on November 25 at Columbia University. The program will include discussions of library cooperation and new technical developments in library service.

Brief of the Minutes, A.C.R.L. Business Meeting

Meeting, July 18, 1950, at Cleveland

President Wyllis E. Wright opened the meeting by announcing the election of new officers.¹ Mr. Hamlin read his annual report² by title only since reprints of this were available for all present. Treasurer Thomas S. Shaw summarized the financial picture at the end of the third quarter ending June 1, and stated that the annual report would be published in January. The association finances were judged to be in sound condition.

President Wright then summarized for the membership the more important actions taken at the Board of Directors meeting that morning. He discussed the proposal to furnish *College and Research Libraries* free to all members,³ progress toward a federation of library associations,⁴ and authorization of a committee to outline a research program for the Association.⁵

The interest of the College Libraries Section in having a program broken into discussion groups on a large problem⁶ brought up the limited amount of conference time available. General sessions, Council meetings, and free periods consume the larger part of the conference time. Mr. Wright felt that A.L.A. would welcome an expression of opinion on the number of its general sessions. On motion it was voted (2 dissents) that it be the sense of this meeting that the number of A.L.A. general sessions should be diminished in order to provide more time for meetings of specialized groups.

Frank Lundy brought up the many and important meeting conflicts which he was encountering at the conference and suggested a pre- or postconference day for A.C.R.L. business and some section meetings.

Mr. Hamlin stated that the A.L.A. Executive Board had that morning approved a proposal whereby 60 per cent of all dues paid by A.C.R.L. members would be turned over to

A.C.R.L.; which in turn would then accept the financial responsibility for its executive office. Exceptions to 60 per cent support were specified for \$3.00 memberships, for which A.C.R.L. would receive only 60¢, and for all dues over \$10.00, for which A.C.R.L. would receive not more than \$6.00. Mr. Hamlin outlined the previous basis of support of the division. While the proposal would mean very little, if any, more support for the current year, its advantage lay in any future increases in membership. Whereas previously A.C.R.L. received 20 per cent of the membership dollar but did not finance its executive office, it would now receive 60 per cent and finance all its projects. The association stood to gain sharply by any increase in members, and lose as sharply in a numerical decline.

President Wright described why this offer had been made to A.C.R.L. and emphasized that it was for one year only. On a question, he explained that A.L.A. would, by this device, free itself of recurrent pressures for more funds by the divisions and equalize support. It was expected to spur the recruitment of members by the divisions.

On motion it was voted that the 60-40 proposal of the A.L.A. Executive Board be accepted.

A question was raised regarding the ceiling of \$6.00 on A.C.R.L. allotments (for example a \$25.00 institutional membership would net A.C.R.L. only \$6.00) and 60¢ for \$3.00 memberships. Mr. Hamlin explained that A.L.A. lost money on all \$3.00 memberships and hoped to equalize this by gains on upper bracket memberships.

On motion it was voted that the incoming officers and Board of Directors be instructed to explore the possibility of extending the receipt of these monies from institutional dues so that it will be 60 per cent of all memberships.

Before adjourning Mr. Wright introduced the new president, Charles M. Adams.—
Arthur T. Hamlin, Executive Secretary.

¹For details see the "Brief of the Minutes of the A.C.R.L. Board of Directors," p. 382.

²*College and Research Libraries* 11:271-275, July 1950.

Brief of the Minutes of the Meetings of the A.C.R.L. Board of Directors

Meeting, July 18, 1950 at Cleveland

Attendance at the meeting included committee chairmen and A.C.R.L. representatives on the A.L.A. Council.

After calling the meeting to order, President Wyllis E. Wright requested a report from Robert Muller, chairman of the Committee on College and University Library Buildings. Mr. Muller stated that a list of consultants suitable for building problems had been compiled. He receives and answers many requests for recommendations of new buildings to be visited by prospective builders. A list of 25 new libraries under construction was published in the July issue of *College and Research Libraries*. A second list of buildings in preliminary stages of planning was to be published later. Work had begun on a third list, those constructed in the last 20 years. Mr. Muller spoke briefly on the problems of answering the many mail inquiries regarding library buildings and his plans for open committee meetings at mid-winter and annual conferences.

President Wright reported the election returns as follows: Vice President and President-Elect, Ralph Ellsworth; Director at Large, Guy Lyle; and for A.C.R.L. Representatives on the A.L.A. Council: Mary Barton, Louis Shores, Donald Coney, Robert Miller, and Frances Kemp. On motion it was voted to appoint Scott Adams A.C.R.L. Representative on the A.L.A. Council to fill out the term of Katherine Anderson, who resigned.

President Wright spoke briefly on the two meetings of library associations on federation, at which further exploration of the idea was approved. At these meetings there was general interest in the subject but little attempt to define federation. President Wright felt that federation might involve the handling of most activities and organizational matters, such as finances and membership, by the constituent groups, while certain other activities such as national and international relations, library education, etc., might be assigned to a

centralized organization. Projects of general interest might draw from A.L.A. endowment. Certain specialized services such as publishing might be provided by the central office to member organizations on a unit cost basis. While no exact plans were worked out, discussion was under way to set up a federation to include A.L.A. divisions and other library organizations in a general federation. He felt it would be a long and slow process to bring into alignment the extremes on either side, but definite and practical proposals ought to be ready in something like two years.

The experimental placement program, now operating in four southeastern states, was outlined by Mr. Hamlin. This project is entirely unofficial and experimental, and has been operating since May. Jack Dalton, one of the representatives, was called on to describe his experience with the plan. He reported that each of the four representatives had heard from a few applicants for new positions, and each of the four had been contacted about several vacant jobs. He felt that library school placement probably curtailed interest in the A.C.R.L. program in the spring months. He suggested that the representatives get together to discuss the whole problem and pool their experiences. Mr. Dalton felt that college administrators were not sufficiently informed about the service.

A proposal for a research program was made by Mr. Hamlin. He recommended an A.C.R.L. group similar to the American Council on Education's Policy and Planning Committee, to identify major problems facing academic and reference libraries, to determine how the problems can best be handled, to undertake to raise money from foundations or other sources as necessary, and to turn the problems over to other groups or individuals in such form and with such concrete recommendations and financial assistance as seem necessary. In some cases problems would be referred to section chairmen for ad hoc committee action. Such action would tend to spread the load and put more association activity on the "grass roots" level. In order to

work effectively the committee would have to meet for relatively long periods at least twice a year.

The Planning Committee of the Division of Cataloging and Classification was noted by Mr. Wright to have a very similar mission.

Discussion by board members emphasized the desirability of putting more members to work for the association by parceling out problems in small units. They felt that many questions might be referred to library schools for thesis topics. Publication of satisfactory studies should be arranged by the association. Money to finance research and publication would not be available from regular association funds, but Mr. Hamlin felt that it could be raised for obviously worthwhile major problems outlined with practical methods of procedure.

The board voted that a new committee be set up with the object of determining special research problems.

It was the sense of the discussion that the new committee would not take over the functions of the Publications Committee, but that it would have representation from that committee and the Board of Directors. It should be concerned with service studies as well as research. It will not oversee the work of existing committees or sections, but it may recommend areas of responsibility as well as specific projects to such committees.

Mr. Hamlin described briefly a proposal to be made at the College Libraries Section (later adopted) for the next midwinter or annual conference program. In place of the usual programs with one or more speakers, those attending would all participate (workshop fashion in small groups) in discussion of some phase of a large problem. Discussion leaders and reporters would be responsible for keeping the groups to their tasks and reporting findings. This plan was reported for the information of the board in the belief that other sections might be attracted to it if the experience of the College Libraries Section was satisfactory. In this connection the number of A.L.A. general sessions came under criticism because of the inordinate amount of time thereby consumed. J. Periam Danton stated that the same criticism came up 20 years ago but never resulted in action although he felt general opinion at that time favored fewer general sessions. The board

felt that expression of opinion on the number of A.L.A. general sessions might carry more weight if voted on at the General Session of A.C.R.L. (The A.C.R.L. membership later voted in favor of diminishing the number of A.L.A. general sessions in order to provide more time for meetings of specialized groups.)

As directed at the Midwinter Meeting of the board, Mr. Hamlin reported on financial arrangements of A.C.R.L. with A.L.A. Under present operations the salaries for the executive office are on the A.L.A. budget and other expenses of the office come under various headings of the A.L.A. budget. For all practical purposes the A.C.R.L. office staff is dependent on Mr. Cory and the A.L.A. Executive Board for financial support. The A.L.A. Executive Board recently proposed that 60 per cent of the A.C.R.L. membership dollar be turned over to A.C.R.L., and that in turn A.C.R.L. assume all responsibilities for direct expenses of its work, including its executive office. (Exceptions to the 60 per cent offer are 20 per cent for \$3.00 memberships and a ceiling of \$6.00 for any one membership.) Mr. Hamlin pointed out that the offer was very advantageous if, as expected, A.C.R.L. membership continued to rise; it would mean no increase in funds for the current year. It also involved larger control of A.C.R.L. funds by the Board of Directors. According to the present agreement with A.L.A., A.C.R.L. personnel come under the A.L.A. classification and pay plan. This was briefly discussed. President Wright felt that the classification of A.C.R.L. staff should be studied. On motion the board approved the changed allocation of dues as proposed by the A.L.A. Executive Board.

Prior to adjournment President Wright invited chairmen of committees and sections to turn in criticisms of any items on the proposed budget which would be discussed at the next meeting.

Meeting, July 21, 1950 at Cleveland

On opening the meeting President Wright spoke briefly of the proposed work of the Council of National Library Associations on library standards. An old committee was to be reconstituted to work with the American Standards Association. He felt that librarians would find fruitful sources of collabora-

tion with publishers, booksellers, binders, etc., so that the various suggestions going to these people would be agreed on and become recognized standards.

The need for a long-range federal relations policy statement was urged by Mr. Hamlin.

He stated that the A.L.A. Federal Relations Committee wanted advice and guidance. Carefully considered policy determination was very desirable for the assistance of the committee. At the request of the committee he had personally made some recommendations

A.C.R.L. Budget, 1950-51

Probable Income

From membership dues\$15,700

Expenditures

College and Research Libraries annual subvention\$ 600

Support of A.L.A. Washington Office 400

Annual Conference Expense 150

Quarterly Newsletter 800

American Council on Education Membership 100

Addressograph plates for the Office of the Executive Secretary 100

Section expenses

Agriculture Libraries Section 50

College Libraries Section 75

Engineering School Libraries Section 50

Junior College Libraries Section 300

Reference Librarians Section 100

Libraries of Teacher Training Institutions Section 75

University Libraries Section 75

Committee expenses

Budget, compensation, and Schemes of Service 100

College and University Library Buildings 200

Financing *College and Research Libraries* 100

Duplicate Exchange 25

Preparation and Qualifications for Librarianship 50

Publications 50

Policy 25

Study Materials for Instruction in Use of Library 25

Constitution and By-Laws 25

Membership 100

Recruiting 175

Statistics 100

Officers' expenses

President 25

Treasurer 10

General Administration Expenses, Travel, etc. 700

T.L.A.A. Premium Payments for Executive Secretary 300

Executive Office expenses

Salaries (2½ full-time positions) 10,610

Travel of Executive Secretary 900

Typewriter, Desk, Chair for New Employee 250

Communication, Supplies, and other Minor Items 400

\$17,045

when time was too short to call on outside help. No conflict with the work of the committee was contemplated. Broad policy for the support of matters of primary interest to A.C.R.L. members should be indicated by a group larger than the A.C.R.L. representatives on the A.L.A. committee.

Benjamin Powell spoke on the desire of the A.L.A. Federal Relations Committee to represent all divisions and supported the need for crystallization of opinion for its guidance. It was the general feeling of the board that the problem should be referred to the A.C.R.L. Policy Committee for action.

The possibility of free distribution of *C&RL* to all A.C.R.L. members was reported by Mr. Hamlin. He summarized cost and income for a free journal in editions of 5000 and 6000 copies. Membership opinion, in his estimation, was so emphatically for this that his estimates should be carefully studied by others and action taken if at all possible. Should the expense of distribution appear to be not more than \$5000 over present subsidization for the initial two-year period, he recommended abolishment of subscription rates to members beginning with the January 1952 issue. A free journal could not afford special, oversize issues and indexes, but nonmember income should continue, advertising revenue increase considerably, and membership grow. The additional \$5000 subsidy was to come entirely from the A.C.R.L. treasury unless A.L.A. took some share of the burden in recognition of the membership building feature of the action. Mr. Hamlin felt that after the initial two-year period, membership and advertising receipts should be strong enough to carry the burden.

The board approved free distribution of its journal subject to the findings of a special

committee. It approved in principle a subsidy over a period of two years not over \$5000 in addition to present subsidy.

After brief discussion of the uncertain assignments of the Publications Committee, it was moved and passed that the executive secretary study and define the duties of all the committees of A.C.R.L. with respect to looking into overlapping of duties of new committees and related matters.

Further business of the board concerned the budget, which was approved as shown in the table. Mr. Wright explained the agreement whereby the employer's contribution to the executive secretary's T.I.A.A. premium was assumed by A.C.R.L. The profit from sales of *Rare Books in the University Library* was reported to be \$119 as of June 1. An allotment of \$800 for a quarterly newsletter to be sent to all members was approved. There was short discussion of the needs of sections and committees. In general, allotments were allowed to stand even though no needs were known in certain cases on the basis that any unnecessary funds would revert. Mr. Hamlin spoke of his needs and outlined a few credits not shown on the budget, which he believed would bring in about \$500. He was unprepared to supply firm estimates until he had details of the new A.C.R.L.-A.L.A. financial arrangements from Mr. Cory.

The treasurer was requested to prepare a finished statement of the budget for the information of the board after the details of income had been worked out with A.L.A. While the total budget as shown indicated a deficit, the board felt that the factors of income not shown plus the customary reversion of unspent funds at the end of the year left a safe margin for operation in the black.—
Arthur T. Hamlin, Executive Secretary.

Fulbright Program, 1951-1952

Librarians interested in opportunities for research and lecturing abroad under the Fulbright Program for 1951-52 are invited to apply to the Conference Board of Associated Research Councils, Committee on International Exchange of Persons, 2101 Constitution Ave., Washington 25, D.C., by Oct. 15, 1950.

Personnel¹

HARRY CLEMONS, who retired as librarian of the University of Virginia on June 30, has served in that post since 1927. During his incumbency, he has seen the university's enrolment expand from 2000 to 5000, with especially heavy growth in the graduate and professional departments. The collections of cataloged printed books have grown during his administration from 150,000 to more than 575,000 volumes, the manuscripts from a few thousand to over 3,500,000 pieces, while picture and print collections of 50,000 and map collections of 68,000 items have been assembled. The general library had seven full-time staff members in 1927 and 63 in 1950. Several developments during these years, including the acquisition of some notable special libraries, have made the university a center for American studies with unusual strength in regional materials of the southeastern states.

Mr. Clemons was graduated from Wesleyan University in 1902 with the B.A. degree, receiving the M.A. at the same university in 1905, and the Litt.D. in 1942. Pursuing post-graduate studies as a Scribner Fellow at Princeton University, 1903-04 (M.A. 1905), and a Jacobus Fellow of Princeton at Oxford University, 1906-07, he later studied in the School of Library Service at Columbia University in 1927. Beginning as a library assistant at Wesleyan in 1902, he served as instructor of English at Princeton, 1904-06 and 1907-08, and reference librarian of Princeton, 1908-13. A year after his appointment as professor of English (1913-1920) in the University of Nanking, China, he became librarian of the same university, a position which he held—with a brief "furlough" interlude in 1922 with the Chinese Collection at the Library of Congress—until the Communist uprising (the "Nanking Incident") of 1927, when he returned to the United States and began the librarianship at Virginia.

During World War I Mr. Clemons served as official representative of the A.L.A. in charge of library war service with the American Expeditionary Force in Siberia. During World War II he made room at the Uni-

versity of Virginia for the Library of Congress Union Catalog and its staff as well as for manuscripts deposited by the Library of Congress, and furnished special reference services for various military organizations. He is the author or editor of several books, and his memberships in library and other organizations are not few.

Some of the milestones in his library administration included, at Princeton, the expansion of library service coincident with the establishment of the preceptorial system by President Woodrow Wilson; at Nanking, the



Harry Clemons and Jack Dalton

organization of a college library, the development of its services in ways appropriate to Chinese needs, and the training of a Chinese staff; and at Charlottesville only a few items will be mentioned from a list that might be greatly expanded. Such are the recataloging of the printed books in the Library of Congress classification; the appointment in 1930 of the university's first archivist as a library official, and the creation of a regional collection of historical source materials; the campaign and planning for the Alderman Library and the removal to it in 1938 of the general library from Jefferson's Rotunda; the creation of a department of rare books; the compilation, 1933-1943, of the checklist of the surviving papers of Thomas Jefferson; the development of a cooperative project for the preservation of all newspapers published in Virginia; the acquisition by the university of such special collections as the McGregor Library of southeastern Americana and English

¹ The Editor wishes to express his gratitude to Mrs. Kathryn W. Sewny, editorial assistant in the School of Library Service, Columbia University, for her help in preparing this section.

literature, the Coles collection of Virginia books and manuscripts, the Lomb optical collection, the Mackay-Smith music collection, the Stone library on the history of printing, the Streeter collection on southeastern railways, the Sadleir-Black collection of Gothic novels, the Taylor collection of American novels, and the Victorious collection on evolution; the establishment of nearly a score of special endowment funds for the purchase of books; and the activities of the University of Virginia library as publisher of the *Annual Report on Historical Collections* (20 reports to date), of the University of Virginia Bibliographical Series (nine volumes to date), and of the publications of the McGregor Library (of which eight have already been issued). Mr. Clemons would himself earnestly disclaim any part in many of these and other projects except approval. To quote his own words, he insists that he has merely "helped to create and maintain an atmosphere in which new ideas would have free motion" and that he has had "an amazingly alert and original group of associates."

During World War II Mr. Clemons assumed a heavy load of library detail. Postwar developments expanded more rapidly than did the staff, and it seemed necessary for him to continue to carry much of that detail. His work schedule (8:00 A.M. to 2:00 P.M. and 8:00 P.M. to 2:00 A.M., the morning portion being omitted on Sundays) has attracted considerable local interest. Many of the night hours have been devoted to the conduct of an extensive correspondence, by means of which he has cultivated friends for the library. The charm of Mr. Clemons' letters is something of a legend.

Over all the 23 years of his librarianship at Virginia, Mr. Clemons has striven untiringly for the development of the library as a research institution and as an institution for willing service; for the raising of the professional standards of his own staff and of librarians throughout Virginia; and above all for the fostering of the cooperative spirit among American libraries. Referring recently to Mr. Clemons' assistance to Princeton's Jefferson publication project, Julian Boyd wrote that "as an American and quite aside from its effect on my personal plans, I felt proud of the country that could produce such magnanimity of spirit at the head of an important institution."—*Francis L. Berkeley, Jr.*

THE APPROPRIATENESS of the promotion of Jack Dalton to the position of librarian and professor at the University of Virginia has been generally recognized. For several years it has been Mr. Dalton who has regularly represented the University of Virginia at library conferences, and more than one librarian has supposed that he was already at the head of the library at Charlottesville.

Like his predecessor, Harry Clemons, Mr. Dalton had a preliminary period of graduate work and teaching in English before making the choice in favor of librarianship. He studied at the Virginia Polytechnic Institute and at the University of Virginia, and from the latter received his bachelor's degree in 1930 and his master's degree in 1935. During the four years from 1930 to 1934 he was an instructor in English at the Virginia Polytechnic Institute, and he seemed well on his way to a professorship in that subject.

But during his undergraduate days at the University of Virginia, he and two student friends had held student assistantships in the University Library; and, rather to the surprise of all three, they had found themselves intrigued by expanding possibilities in the undertakings of that library. The other two were John Cook Wyllie, now curator of rare books and curator of the McGregor Library at the University of Virginia, and Randolph Warner Church, now librarian of the Virginia State Library. As for Jack Dalton, he was in 1934 successfully tempted back from Blacksburg to become assistant reference librarian at the University of Virginia. During 1935-1936 he studied library science at the University of Michigan on a special grant from the General Education Board. He was promoted to reference librarian in 1936 and to associate librarian in 1942, concurrently continuing as head of the Reference Division. To him was, as has been indicated, gradually entrusted the responsibility of representing this library in regional and national library associations. During the current session Mr. Dalton has been able, on a grant from the General Education Board, to make a series of visits to library centers throughout the country in order to gain first-hand knowledge of postwar developments in library techniques and administration.

Mr. Dalton was president of the Virginia Library Association from 1941 to 1946. He is chairman of the Program Planning Com-

mittee of the Council of National Library Associations. The list of the committee appointments he has held or is holding in the Virginia Library Association, the Southeastern Library Association, the Tennessee Valley Administration Library Survey, the Association of College and Reference Libraries, the American Library Association, and the Association of Research Libraries would fairly match Homer's *Catalogue of the Ships*. Suffice it to say that with his new responsibilities at the University of Virginia, Jack Dalton is going to be very busy both as a centripetal force and as a centrifugal force. In both directions this will be a force controlled by sound, rational principles.—*Harry Clemons*.

HENRY BARTLETT VAN HOESEN, at his request, retired as director of the Brown University Library on July 1, 1950. He will continue to serve as John Hay Professor of Bibliography. He was appointed associate librarian on July 1, 1929, became librarian a year later, and retained that office until July 1, 1949, when he became director of the library.

The period of 20 years during which Dr. Van Hoesen was the moving force was one of extraordinary growth. When he came to Brown the collection was 163 years old and had accumulated a few less than 400,000 volumes. In April of this year there were 733,000 volumes and 118,000 other items. Both budget and staff had more than doubled. These facts are impressive by themselves, but they are even more striking when one remembers that he took office just as the depression broke and that before this catastrophe was over war came and further disrupted normal operations.

Still more impressive, perhaps, are the physical and organizational changes. As buildings go, the John Hay Library, dedicated in 1910, is getting old, but by the freshness of Dr. Van Hoesen's imagination it has been kept up to date. Almost no room now has the function or even the form it originally had. Moreover, internal organization has been vastly improved. The 19 scattered departmental libraries, always clumsy to manage, have been discontinued; instead there are, besides the main library, only the Pembroke College Library and divisional libraries for the physical sciences and mathematics and for the biological sciences.

With no qualities of showmanship or any of

of the appearances of the go-getter, Dr. Van Hoesen has been one of the most progressive library administrators in the United States. His interest in the improvement of cataloging procedures has been active and continuous. In 1939 Brown adopted the McBee-Keysort



Henry B. Van Hoesen

charging system thereby saving much routine clerical work. Always quick to accept new ideas, he has been resourceful in developing the program and tactful in the management of the staff, maintaining both economy and efficiency to a remarkable degree.

A scholar himself, Dr. Van Hoesen has a lively appreciation of the uses of a scholarly library. Thus he has had an influence on all the departments of instruction by his care in attaining balance among general collections, by his zeal for developing specialties which would give strength in particular fields, and always by his wisdom in building solidly and not merely following fads and fashions. At an early date he began experimenting in microphotography with a view to adding rare items and manuscripts otherwise unattainable. In this way he has built up the Harris and Lincoln collections, while special grants have made possible notable microfilm additions to the Mathematics and Latin American collections.

Dr. Van Hoesen came to Brown from Princeton where he had served as assistant librarian from 1916 to 1929 after a year as curator of manuscripts and rare books. He graduated from Hobart in 1905 and received

his master's degree from Princeton in 1906. Following a year of graduate study at the American School of Classical Studies in Rome and another at the University of Munich on a traveling fellowship, he returned to Princeton as an instructor in classics. In 1912 he received his doctorate and then went to Western Reserve where he taught classics for three years. Hobart conferred the honorary degree of Litt.D. upon him in 1934.

While at Brown Dr. Van Hoesen has taken an active part in campus and outside affairs. During the summers of 1930 and 1931 he taught at the University of Chicago Graduate Library School, and at the Columbia University School of Library Service in 1933 and 1946. A member of several professional and learned societies, he was secretary of the American Library Institute, 1925-30, and president, 1934-36; president of the Rhode Island Library Association, 1930-32; on the American Library Association Council, 1931-36; secretary of the Bibliographical Society of America, 1933-40; director of the New England Library Association, 1940-46; and chairman of the A.L.A. Committee on Bibliography, 1942-44.

He is the author of numerous book reviews and scholarly contributions on a wide range of subjects including paleography, papyrology, library science, Abraham Lincoln, etc. He is now engaged in revising his well-known *Bibliography, Practical, Enumerative and Historical*, first printed in 1928, reprinted in 1929 and 1937, and still the leading book on the subject.—*Henry M. Wriston*.

ON SEPT. 1, 1950, Howard Franklin McGaw assumed his new duties as director of the University of Houston's new \$1,500,000 library. To this flourishing new university Dr. McGaw will contribute not only his talents as a scholar and an administrator, but also a deep conviction that libraries are one of the principal keys to a better world of tomorrow.

A native of Nashville, Tenn., Dr. McGaw received his B.A. from Vanderbilt University in 1933. From 1937 until 1940 he taught English and history at the Cohn High School in Nashville, and at the same time he studied for advanced degrees at the George Peabody College for Teachers. In 1939 he received his M.A. from that institution, and in 1941 he won the B.S. in Library Science from the Peabody Library School. He served as head li-



Childnoff Studio

Howard Franklin McGaw

brarian of the Memphis State College from 1940 to 1942. During the academic year of 1942-43 he was head librarian of Herzl Municipal Junior College in Chicago, and at the same time he studied in the Graduate Library School of the University of Chicago.

After service with the American Friends' Service Committee from 1943 until 1946, he became director of the Ohio Wesleyan University Library. He resigned from that position in 1949 in order to pursue his studies for the Ed.D. degree at Teachers' College, Columbia University. He taught in the Peabody Library School in the summer of 1946 and in the University of Kentucky Department of Library Science in the summer of 1949. Recently he has held a responsible position with the Committee on Coordination of Teacher Education, surveying the library resources for teacher training in the city colleges of New York.

In addition to his academic accomplishments, Dr. McGaw has won membership in Kappa Delta Pi and Phi Delta Kappa. His thesis at Teachers' College, "The Application of Marginal Punched Cards in College and University Libraries," stems from a long-standing interest in mechanization of routines.

The best wishes of many friends throughout the country will go with Dr. McGaw to his new post in Texas.—*Lawrence S. Thompson*.

JOHN ALDEN assumed his duties as assistant librarian of the Riggs Memorial Library of

Georgetown University, Washington, D.C., on August 1.

Mr. Alden was formerly curator of rare books at the University of Pennsylvania, a position he had held since November 1946. A graduate of Williams College, with a master's degree from Brown University, he received his professional library training at the University of Michigan. His experience also includes positions on the staffs of the Library of Congress and of the Houghton Library. At the University of Pennsylvania he organized the rare book collection, doing much to call attention to its notable resources. He is a member of Phi Beta Kappa, the American Antiquarian Society, the Bibliographical Society of Amer-

ica, the Catholic Library Association, the Colonial Society of America, and the Grolier Club.

An authority on early American printing, he has contributed many articles to historical and bibliographical journals. He is the author of *Rhode Island Imprints, 1727-1800*, recently published by the Bibliographical Society of America.

At Georgetown Mr. Alden is in charge of technical processes, but a considerable portion of his time will be devoted to the exploration of the early printed resources of the Riggs Library, in an effort to make more readily available the materials of scholarly importance in its rich collections.—*Phillips Temple*.

Appointments

Dr. Kenneth J. LaBudde is the new director of libraries at the University of Kansas City. Thomas Gillies was appointed reference librarian there last spring.

W. Porter Kellam, who has been assistant librarian at the University of North Carolina, is the new director of libraries at the University of Georgia.

Dr. Ivan G. Grimshaw, formerly director of libraries at Youngstown College, Youngstown, Ohio, is now director of libraries at Beloit College, Beloit, Wis.

Bruce Harlow left the staff of the Columbia University Libraries to become humanities professor and librarian at the Webb Institute of Naval Architecture, Glen Cove, Long Island.

John E. Kephart became acting librarian of the Wheaton College Library, Wheaton, Ill., on September 1.

Doris Fletcher advanced from acting librarian to head librarian of the Marsh Memorial Library, Springfield College, Mass.

Marian Mead Allen was promoted to the librarianship of the Women's College Library, University of Rochester, from the position of circulation head, succeeding Margaret Withington.

James H. Richards, Jr., for the past two years librarian of Earlham College, Richmond, Ind., became assistant librarian at the George Washington University as of July 1.

James G. Baker became assistant director of the Alabama Polytechnic Institute Libraries on July 1.

Ruth H. Phillips has taken the position of

associate librarian at American University, Washington, D.C.

Dr. Albrecht M. Kronenberger, formerly on the staff of the Central Air Documents Office, Wright Field, Dayton, Ohio, is now chemistry librarian and lecturer on bibliography at Indiana University in Bloomington.

Decherd Turner, Jr., left the staff of the Joint University Libraries at Nashville, Tenn., to become theology librarian at Southern Methodist University on September 1.

Elizabeth Ann Mahaffey joined the library staff of Southern Methodist University as assistant law librarian on July 1.

Donn Farris is now theology librarian at Duke University.

At the University of Oregon the following appointments have been made to the headships of the new subject divisions of the library: Alan W. Roecker, librarian in science; John M. Williamson, librarian in the humanities; and Perry D. Morrison, former administrative assistant, librarian in social science.

George F. Jones, who had been senior circulation librarian at the University of Oregon, is now head circulation librarian.

Robert D. Harvey is agriculture librarian at the University of Vermont.

Anne M. Woodward, formerly assistant librarian at Mary Baldwin College in Staunton, Va., is now administrative assistant at Wellesley College Library.

Virginia L. Drake became chief of the order division of Southern Illinois University Library at Carbondale on June 5. Miss Drake was head of the acquisition department at the

University of Cincinnati Library from 1946 to May 1950 and had previous experience in the libraries of Bard College and Vassar College.

The following appointments have been made at the University of Southern California Library, Los Angeles: Harry C. Stone as head of the Periodicals Section; Mary Ellen Woodward, formerly reference-loan librarian at Carleton College, as first assistant in the Reference Department; and David LeClaire as administrative assistant.

John H. Stein was appointed reference librarian in the Slocum Library of Ohio Wesleyan University.

The former reference librarian at Ohio Wesleyan, Clara E. Stoner, resigned to become periodicals librarian at Bucknell University, Lewisburg, Pa.

Elizabeth G. Obear has been appointed reference librarian at the main library of Virginia Polytechnic Institute.

Catherine J. Pierce resigned as reference librarian at Swarthmore College and accepted appointment as acting head of the Reference Department of the Duke University Library.

Virginia Close has been appointed acting reference librarian at Dartmouth College to replace Robert Swanton.

Esther W. Carlin, formerly librarian of the

Valley Stream, New York, Public Library accepted the position of chief cataloger in the Rensselaer Polytechnic Institute Library, Troy, N.Y., effective August 1.

Gene E. Valk, formerly assistant librarian of Triple Cities College, Endicott, N.Y., became order librarian at Rensselaer on June 1.

Janet Dickson, formerly head cataloger at Iowa State University Library has become catalog librarian at Pennsylvania State College.

Mary L. Dorr is head cataloger at Denison University, Granville, Ohio.

Paul Kelly is head of circulation at the University of Delaware.

Dollie B. Hepburn is now personnel director of the Columbia University Libraries. She was formerly librarian in charge of the Acquisition Department and has been on the staff of the university libraries since 1915.

Dr. Neil Van Deusen is now professor of library science at the University of Michigan, having left the Extension Division of the New York State Library.

Ralph Blasingame, Jr., is assistant to the dean in charge of placement at the Columbia University School of Library Service. During the past year he served as research assistant on the school staff.

(Continued on page 402)

Retirements

Mary Louise Dinwiddie retired on July 1 from her position as assistant librarian of the University of Virginia Library, thus completing what is apparently the longest period of continuous library service in the history of the University of Virginia, namely, 39 years.

Her training included general college courses at the University of Virginia and the summer curriculum at the Columbia University Library School—the predecessor of the School of Library Service. In 1911 she received her first appointment, as library assistant, from John Shelton Patton, who was then librarian at the University of Virginia. On the following year, 1912, she was promoted to the rank of assistant librarian, a position she has held ever since. She was also acting librarian for several months in 1927.

Miss Dinwiddie has been prominent in the activities of the Virginia Library Association, of the Charlottesville Business and Profes-

sional Women's Club, and of the Charlottesville Presbyterian Church. She was president of the Virginia Library Association in 1926, and secretary-treasurer for the 10 years following. During World War II she was director for Virginia of the collecting of books for the soldiers and sailors.

In recognition of her loyal services to the library she was, on the occasion of her seventieth birthday, May 25, presented by the library staff with a 17-jewel white gold Hamilton wrist watch set in a framework of chipped diamonds and engraved with her initials and the dates of her connection with the library, 1911-1950.—Harry Clemons.

At the close of the spring semester in June, two University of New Mexico librarians retired from active service, Wilma Loy Shelton and her chief assistant, Ruth Russell, who were largely responsible for the development

of the University Library through a formative period of some 30 years.

Miss Shelton received from the University of Illinois her A.B. in 1914 and a B.L.S. in 1918, and was on the University of Illinois staff from 1915 to 1920. She was head librarian of the University of New Mexico from 1920 to 1945. Becoming librarian emeritus in 1945, she has devoted her time to teaching.

During the past 30 years Miss Shelton has been president of the Southwestern Library Association, president of the local Chapter of PEO, president of the Tuesday Literary Club, twice president of the New Mexico Library Association, twice president of Phi Kappa Phi, president of the Illinois Library School Association, advisor to Mortar Board for 27 years, dean of women for four years and was recently elected to the presidency of the local chapter of the American Association of University Women for 1950-52.

Miss Shelton is issuing a "Checklist of State Publications," which is now appearing in the *New Mexico Historical Review*, and will later be issued in book form.

Ruth Russell was a student in Miss Shelton's first library science class in the fall of 1921. She was a student assistant for two years and then served as a full-time library assistant for the period 1924-1931. Since 1922 she was assistant librarian with responsibility for the public service division. Miss Russell has been an active member of A.L.A. and of the New Mexico Library Association, serving as president of the latter during 1948-1949.

At the commencement exercises, President Thomas Popejoy presented both Miss Shelton and Miss Russell with certificates expressing appreciation for their many years of devoted

service and for their numerous contributions to the University.

Harriet E. Howe, who has just retired as director of the School of Librarianship of the University of Denver, leaves a notable record in the field of library education. Fixing library education as a goal early in her professional career, she secured a foundation for teaching cataloging, at the University of Illinois, as head cataloger at the State University of Iowa and the Minneapolis Public Library, with teaching experience at Illinois and in the summer library schools of the University of Washington and Iowa. With this preparation she joined the library school faculty at Western Reserve, then at Simmons, and, after three years as executive assistant on the Board of Education for Librarianship, at the Graduate Library School of the University of Chicago.

When the Denver school was established, I selected Miss Howe for director because, from my experience with her at Iowa and on the Board of Education, I knew that she was ready to break away from the traditional library school curriculum and to develop a school better adapted, as I thought, to meet the wider demands of the modern library. This required vision, imagination, and courage with a sound background of fundamentals.

Her success speaks for itself in the record of achievement of the Denver school and in the recognition of its leadership, especially in the newly accepted program for the master's degree. She was a good teacher, an excellent supervisor of instruction, a wise counselor of students, indefatigable in aiding their advancement and most effective in encouraging further graduate study. She met the high ideal she set for herself.—*Malcolm G. Weyer.*

Necrology

Arnold K. Borden, who was formerly reference librarian at Dartmouth College, died on June 24. Mr. Borden had been an analyst in Naval Intelligence since 1936.

Cecelia M. Kingsley, member of the circulation department staff at the University of Illinois since 1944, died on May 23 in Urbana after a prolonged illness.

Pauline Waite Skarshaug, a member of the library staff at the University of Michigan since 1928, died on March 30 in Ann Arbor after a long illness. She was senior divisional librarian in the graduate reading room at the time of her death, having previously been assistant curator of rare books and assistant in the extension service library.

News from the Field

Acquisitions, Gifts, Collections

Several months ago the Houghton Library of Harvard University acquired the largest single collection of Emily Dickinson papers. Kept intact since the poet's death in 1886, this collection came as a gift from Gilbert Holland Montague, New York lawyer and bibliophile.

Mr. Montague's gift was arranged through purchase of the manuscripts and personal belongings of the nineteenth-century poet, preserved in her home town of Amherst, Mass. It includes autographed drafts of 958 poems, as well as many letters, books, possessions and family papers accumulated since the arrival of the first Dickinson in the United States. The gift to Harvard also includes all copyrights and literary rights previously vested in the Dickinson heirs.

Harvard University Press plans to publish a variorum edition of the poems and letters of Emily Dickinson. Dr. Thomas H. Johnson, co-author of the recent *Literary History of the United States*, will edit the manuscripts for publication.

The Dickinson collection, including important earlier acquisitions of the Houghton Library, will be available for study by other interested scholars after Dr. Johnson's editorial work has been completed.

A collection of some 600 American and English children's books dating from the eighteenth to the twentieth century, has been acquired by the University of Rochester Library. A gift from Mrs. C. Schuyler Davis of Rochester, the collection is of interest to students concerned with the history of education, book illustration and children's literature. The oldest book in the collection, *Food for the Mind or a New Riddle Book . . . for Good Boys and Girls*, was printed in London in 1759. The stern fare supplied by the Puritans for their children is represented in such titles as Janeway's *Token for Children; being an exact Account of the Conversion, Holy and Exemplary Lives of several young Children*.

A somewhat more lighthearted note is struck in *The History of Goody Two Shoes*.

There are two copies of this work, one published in 1780 by John Newberry of London, the other printed in 1787 by Isaiah Thomas.

The famous illustrators Kate Greenaway, Walter Crane and Randolph Caldecott are represented in various picture books in the collection. Included also are some of the curiosities among children's books such as hieroglyphic and miniature Bibles, puzzle conversation cards, and books containing figures with movable heads and costumes.

The University of Kentucky Library has been granted \$2400 by the University's Research Fund Committee to expand and improve its photographic reproduction facilities. Trained operators are available for the laboratory, and photostats and microfilm of the library's holdings can be furnished on order. Several cooperative projects are underway with other libraries in the middle south with Lexington as the regional center of activity.

An extensive collection of the papers and documents of Maxwell Copelof, prominent arbitrator, has been presented to the New York State School of Industrial and Labor Relations at Cornell University. The papers contain decisions, briefs, transcripts and exhibits covering the past 15 years. Mr. Copelof has been engaged in arbitration practice since 1934 and is the author of *Management-Union Arbitration*.

The private library of American fiction formed by Mrs. Robert Coleman Taylor of New York City has been presented to the University of Virginia Library. The collection includes the best-known works of American fiction for each year from the earliest days down to the present decade.

Microcard copies of rare and scholarly books are being collected by the Rocky Mountain region's Bibliographical Center for Research. The material that is to be reproduced in microcard form is considered to be of real value to the research libraries of the mountain-plains states but not heavily enough used so that every library needs to have copies. This project of the Denver Bibliographical Center is further indication of the growing interest in regional library programs.

*Conferences, Curricula,
Scholarships*

The Fifth Annual Conference of the Canadian Library Association was held in Montreal from June 9-15. Some 450 delegates were present from the 10 provinces of Canada, as well as visitors from the United States, the United Kingdom, South Africa and Denmark. The theme of the conference was "The Library and its Community." Canadian Library Association officers were elected for the year 1950-51. Dr. William S. Wallace, librarian, University of Toronto, was elected president of the association.

The Eighth Annual Reading Institute at Temple University has been announced for the week of Jan. 29-Feb. 2, 1951. The theme of the meetings will be "Systematic Instruction in Reading." The institute program includes lectures, demonstrations, laboratory practices, evaluation of reading programs, seminars, staff meetings and conferences with staff members. Enrolment is limited by advance registration. For a copy of the program and other information regarding this and the 1952 and 1953 institutes, write to: Dr. Emmett Albert Betts, director, The Reading Clinic, Temple University, Philadelphia 22.

A conference on the improvement of bibliographical services is to be held at Unesco House, Paris, next November. Members of national working groups established as part of the Unesco bibliographical survey, will attend from over 40 countries. Together they will discuss the report issued by Unesco in collaboration with the Library of Congress—"Bibliographical Services—Their Present State and Possibilities of Improvement."

For the second summer Denver University conducted an Institute of Twentieth Century Studies. The course opened on July 24 and continued through August 25. The purpose of the institute was to show the ways which the various social and intellectual currents of the day condition literature; and conversely, to examine literature as an expression of these currents.

President E. C. Colwell of the University of Chicago turned the first shovel at the site of the new Midwest Inter-Library Center in Chicago, July 11. The Center, being built with funds provided by the Carnegie Corporation and the

Rockefeller Foundation, will house 3,000,000 volumes of infrequently used research materials for 13 middle west universities.

The *Unesco Bulletin for Libraries* (May 1950) carried an interesting and informative article by Herbert Coblans, librarian of Unesco. This article, available in reprint form, describes the organization and administration of Unesco Library, the book collection, services provided by the Library, and cataloging and classification procedures.

The American Council on Education has issued *Universities of the World Outside U.S.A.*; edited by M. M. Chambers. This is the first edition of a directory of more than 2000 institutions of higher education (academic, professional and vocational) in 82 countries. Rather full information is given for about 700 universities. In addition to the descriptive exhibits of individual institutions, there is an introduction for each country, describing the organization and administration of education and commenting upon the general educational conditions and problems. Some information concerning libraries is included. 924 p., \$12.00.

The Catholic Booklist, 1950, has been edited by Sister Stella Maris, O.P., for the Catholic Library Association. The price is 65¢ and copies may be obtained from St. Catharine Junior College Library, St. Catharine, Ky.

The American Book Company has issued the revised second edition of *Public Speaking for College Students* (1950, 508p. \$4.00), by Lionel Crocker. This is a useful textbook that develops public speaking principles by illustrations from practical situations.

Library Notes (a bulletin issued for The Friends of Duke University Library) has in its January 1950 issue the following articles; "The Mazzoni Library," by Allan H. Gilbert; and "The Race Relations Collection of the Duke University Library," by Howard E. Jensen.

António Cruz, director of the Biblioteca Pública Municipal do Porto (Portugal), is the author of *As Bibliotecas Americanas*. The book is an account of the visit of the author to the United States. The first part of the book describes the organizational and other aspects of the New York Public Library, the

Library of Congress, Columbia University Library and the Library of the Catholic University of America. The second part is concerned with buildings, library training, technical processes and library extension.

Schoyer's Vital Anniversaries for 1950 (Will Schoyer and Company, 304 Ross St., Pittsburgh 19, Pa.) contains exhibit suggestions for librarians, as well as useful reference material.

Chicago Teachers College and Chicago City Junior College (Wilson Branch) Library has issued *An Annotated List of Reference Books in the College Library* (Werkman's Book and Supply Store, 350 West 69th St., Chicago 21, Ill. 20¢).

The 16th annual edition of *Doctoral Dissertations Accepted by American Universities: 1948-1949* (H. W. Wilson Company, New York 52. 176p. \$3.50) compiled for the Association of Research Libraries was published in February. The editor is again Arnold H. Trotter, of the University of Illinois Library, with Marian Harman of the same library as co-editor. The 4853 dissertations recorded are 1244 more than the peak reached in the 1947-48 edition. One hundred graduate institutions reported for this new volume; among them are Harvard, which leads the list with 274, Wisconsin, second with 248, followed by Chicago with 233 and California (Berkeley), 204. The dissertations are classified under seven broad subject headings: "Physical Sciences," 1567; "Social Sciences," 1285; "Biological Sciences," 1134; "Humanities," 434; "Religion," 228; "Earth Sciences," 133; and "Philosophy," 72. The whole represents 4853 contributions to human knowledge, and the book tells how they may be obtained. The book also contains a number of interesting lists and tables: "Distribution of Doctorates for the Year 1948-49 by University and by Subject," "Distribution of Doctorates by Subjects for the Past 10 Years," and a "List of Periodic University Publications Abstracting Dissertations." The classified list is annotated and there are both subject and author indexes.

Richard Harwell, assistant librarian and lecturer in history at Emory University, is the author of *Confederate Music*. This book is a story of southern music publishers and of the songs that were the favorite tunes with the soldiers and belles of the Confederacy. In-

cluded in the volume is a listing of 600 songs published in New Orleans, Augusta, Savannah, Macon, and other southern towns during the Civil War. The stories behind the songs are told. The book is a 200-page musical history of the Confederacy. It was published in April by the University of North Carolina press.

A collective edition of Sigmund Freud's works is in process of publication. The edition will include translation of all of Freud's works that deal with psychoanalysis, psychology and related subjects. The material will be arranged in chronological order in 23 volumes, with a separate index volume. Approximately one fourth of the material has already been translated into English and it is expected that the work will be completed in 1956. The Institute of Psycho-Analysis in London is the publisher. Interested persons may subscribe to the multivolumed work for \$120 per set. The American Psychoanalytic Association has agreed to act in an administrative capacity for the Freud Memorial Committee by accepting subscriptions and distributing the volumes upon publication. Each volume will be distributed as it is published, beginning in 1950 and extending through 1956. Subscriptions should be mailed to The American Psychoanalytic Association, 245-47 East 82nd St., New York 28, N.Y.

The Chicago Undergraduate Division Library of the University of Illinois has issued an attractive *Handbook*. It is a required textbook for a week's library instruction program which is offered to 2,000 freshmen as part of the English course.

An extremely interesting book which has recently appeared is *The Libraries of London*, edited with an introduction by Raymond Irwin. The book contains 17 lectures delivered at the University of London School of Librarianship in April 1948. The libraries discussed are the British Museum, the Library of the British Museum (Natural History) and some other libraries of natural history, Science Museum Library, the Library of the Victoria and Albert Museum, the Public Record Office and its work, the Patent Office Library, the House of Commons Library, the Library of the House of Lords, government departmental libraries, the University of London Library and some other libraries of the university, the British Library of Political and Economic

Science, the London Library, the law libraries of London, London's medical libraries, the Guildhall Library, the London borough libraries, and the National Central Library. Many of the authors are well known to American librarians. The book is published by The Library Association, Chaucer House, Malet Place, London, W. C. 1., price 13s. 6d. (10s. 6d. to member of the association).

The Library Association, London, has issued two volumes of *The Year's Work in Librarianship*, 1939-45, and 1946. In the first volume is included the period of the war. Like the earlier volumes of this series, there is an effort to provide a running account of the developments in librarianship as seen through the literature. French, Scandinavian, and German articles are few, since the greater emphasis is on American and English writings. Among the topics given considerable attention are cooperative developments and technical innovations.

Douglas P. Adams is the compiler and editor of *An Index to Nomograms*, published jointly by the Technology Press of Massachusetts Institute of Technology and John Wiley & Sons (New York, 1950, 174p., \$4.00). The *Index* uses the word "nomogram" to apply to alignment diagrams exclusively. The book is divided into two main parts, "Index A—Key Words," and "Index B—Master Index." In the first the reader will find an alphabetical list of key words which are associated with each of the diagrams. The *Index* lists over 1700 published nomograms in well-known periodicals, and thus serves as a timesaver in the repeated solution of mathematic formulas.

The Public Library Inquiry, inaugurated nearly three years ago following a request from the American Library Association to the Social Science Research Council to make a study of the public library in the United States, has now completed its work. The full report of the Inquiry was published in August. Dr. Robert D. Leigh, well-known political scientist, served as director of the Inquiry. The report suggests that fewer and larger public library systems, together with a 50 per cent increase in annual expenditures for library operations, are possible in the next decade and would result, for the first time, in a truly national library service for the entire United States. The report states that "the

first significant fact with regard to library expenditures is their relative insignificance." It points out that the present total is less than one-sixth of 1 per cent of the budget for operating public services of all kinds and only slightly more than 2 per cent of the expenditures for the nation's public schools.

There are now nearly 7500 separate public library units in the United States. These widespread, only partially coordinated, units are unable to provide adequate service in many parts of the country and no service at all to 35,000,000 Americans. Dr. Leigh and his associates suggest that 1000 library systems, established on a regional cooperative basis and their programs coordinated with the programs of existing school and research libraries, "would provide people of all ages in all places in the United States with abundant opportunity to learn so far as library materials can give that opportunity."

John Cook Wyllie, curator of the Tracy W. McGregor Library, University of Virginia, reports that librarians may acquire copies of the "McGregor Library Reading List in American History" by writing to him at Charlottesville. This is a reading list designed to encourage extracurricular reading. Students at Virginia who read six of the titles and prepare an acceptable brief essay on some topic suggested by the reading are awarded the "McGregor Library Certificate for First Reading in American History."

The Handbook of Latin American Studies: 1946 (No. 12), prepared by the Hispanic Foundation of the Library of Congress, Francisco Aguilera, editor, and Charmion Shelby, assistant editor, has been issued by the Harvard University Press (364p., \$8.50). There are 38 contributing editors, representing various institutions in the United States and Latin America. As in previous volumes, the present one is arranged in sections: Bibliographies, General Works, Anthropology, Art, Economics, Education, Cartography, Geography, Government, History, International Relations Since 1830, Language and Literature, Law, Libraries, Music and Philosophy. There are also a list of abbreviations and a detailed index. This most recent volume discontinues the practice of providing separate sections on Archives and Folklore. However, archival material has been included under History, and folklore publications may be found under

Ethnology, Music, or other appropriate headings. While the section on Labor and Social Welfare has also been omitted, material on Labor Law is included in the Law Section.

The Congressional Quarterly News Features, 732-17th St., N.W., Washington 6, D.C., has issued *Congressional Quarterly Almanac*, 81st Congress, 1st Session, 1949, Vol. 5 (879 pages and index; service basis to libraries). In addition to a mass of data concerning activities in such areas as Agriculture, Appropriations, Education and Welfare, Foreign Policy, Labor, Military and Veterans, Miscellaneous and Administrative, and Taxes and Economic Policy, there is a major section devoted to "Contents of Record Votes, 81st Congress, 1949." Information relating to bills, the nature of the 81st Congress, President Truman and the first three sessions, key votes, political campaigns, lobbies and other matters are also contained in this useful reference work.

In July a new catalog, listing some 3170 titles of Braille books which the Library of Congress made available to blind readers from July 1931 to December 1948, was published by the Library. Its title is *Catalog of Press Braille Books Provided by the Library of Congress*. Compiled by the Library's Division for the Blind, this is the second cumulative catalog to be issued. The first, *Books in Braille*, was issued in 1939 and listed the titles of Braille books placed in regional distributing libraries from July 1931 to June 1938. These titles are included in the new catalog, as well as the additions made in the following decade. Supplements to this catalog will be published by the library from time to time.

Under the Act of Congress approved Mar. 3, 1931, books in Braille are provided by the Library of Congress without charge to the adult blind residents of the several states, territories, insular possessions and the District of Columbia. They may be borrowed through 26 distributing libraries which serve as regional centers. The Braille volumes are carried through the United States mail without charge for postage. Copies of the *Catalog* are being distributed to blind readers upon request sent to the distributing library for the region in which they reside.

The Cornell University Library has published a *Handbook of the Libraries for Graduate Students and Faculty*. This excellent ex-

ample of library handbooks was prepared in an effort to make the contents of the Cornell Library easily and conveniently accessible to the university's scholars. Well printed in attractive format, the *Handbook* contains 106 pages of useful information.

Following distribution to subscribing members, the published proceedings of the First National Air Pollution Symposium (\$2.50) and the Second Annual Northern California Research Conference (\$2.00) are now available for general purchase. The two sets of proceedings may be ordered from the Public Relations Office, Stamford Research Institute, Stamford, Calif.

The Carnegie Press, the scholarly publishing division of Carnegie Institute of Technology, has published *Russia's Educational Heritage* by William H. E. Johnson. Stanley C. Hlasta's, *Printing Types and How to Use Them* is planned for publication this fall. Dr. Johnson, assistant professor of psychology and education, lived and taught in Russia from 1934 to 1937. In his new book he describes major educational policies and programs of the last three centuries of the Tsarist regime, and points out connections between the empire and present Soviet procedures.

The Princeton University Press has published, for the Harry Clemons Publication Fund of the University of Virginia, a most attractive facsimile of the first edition of *The Fry and Jefferson Map of Virginia and Maryland*, with an introduction by Dumas Malone. The facsimile, prepared from the original in the Tracy W. McGregor Library of the University of Virginia, is issued in four portions and is accompanied by the brochure containing Professor Malone's introduction, a "Checklist of Eighteenth-Century Editions of the Fry and Jefferson Map," by Coolie Verner, and a "List of References." The publication bears the dedication, "For Harry Clemons, Librarian of the University of Virginia, 1927-1950, from His Friends."

The Southern California Chapter of the Special Libraries Association has announced plans for the publication of a union list of periodicals and other serial publications in the medical and biological libraries of the Los Angeles area. Scheduled to appear in October, the union list will contain over 3000 entries covering the holdings of 17 libraries in and around Los Angeles. The tentative price

is \$4.50. Orders should be sent to Eleanor Hamilton, librarian, Los Angeles County General Hospital, 1200 N. State St., Los Angeles 33.

The papers presented at the conference held at the Lamont Library, Harvard University, March, 1949, entitled "The Place of the Library in a University," were published in book form during the summer. Included are papers by Dixon Wecter, Ernest H. Wilkins, Zechariah Chafee, Jr., William A. Jackson, Keyes Metcalf, Donald Coney and Harvie Branscomb. Mr. Metcalf has added a forward. The volume, a reprint from the *Harvard Library Bulletin*, may be obtained through the Office of the Editor, Harvard University Library; price \$2.00.

The eighth edition of *Gray's Manual of Botany*, in preparation for over 20 years, was published in the spring. This authoritative work on flowering plants, ferns, and fern allies was issued by the American Book Company (New York, 1950, 1632p., \$9.50). It was almost entirely rewritten by an outstanding authority on the flora of northeastern America, Professor Merritt Lyndon Fernald of Harvard University. It contains more than 1800 illustrations, and includes approximately 8000 species and varieties. At the beginning of the book there is a "Synopsis of the Orders and Families of Vascular Plants" which shows the fundamental principles upon which the classification of the higher plants is based. The geographic range covered in the new manual is generally the same as in the seventh edition except that the Gaspé Peninsula, Anticosti, and Newfoundland have been added.

Living With Books, by Helen E. Haines, has been published in a second edition by the Columbia University Press (610p., \$5.00). The structure of the new edition follows that of the first, but the author has substituted new titles for ones now out-of-date. In addition to citing new publications in the library field, Miss Haines provides current information concerning the techniques of publishing and book printing.

Mark W. Pangborn of the U. S. Geological Survey Library recently compiled *The Earth for the Layman*, subtitled "Selected books and pamphlets, mostly non-technical, on geology, mining, rocks, minerals and gems, fossils, evolution and related subjects." The list of 625 titles covers a wide range of nontechnical

reading from novels with a geological background to instructions on how to identify minerals and grind the facets on a gemstone. Published by the American Geological Institute, 2101 Constitution Avenue, N.W., Washington 25, D.C., *The Earth for the Layman* may be purchased for \$1.00 prepaid. A more complete list, including articles and more extensive annotation, will be issued in 1952.

Among recent publications of the Library of Congress are *Political Science and Economics in Western Germany: A Postwar Survey*, by Ernst Wilhelm Meyer; and *The Social Sciences in Western Germany: A Postwar Survey*, by Dolf Sternberger. Copies of these are available free to libraries; write to the European Affairs Division, Library of Congress, Washington 25, D.C.

The Office of Education has issued *In-Service . . . Preparation for Guidance Duties* (Part I). This is one of a series of committee reports on "Counselor Preparation." (30¢. Superintendent of Documents, Washington 25, D.C.)

Pocket Encyclopedia of Atomic Energy, by Frank Gaynor, is a new title of the Philosophical Library, New York (204p., \$7.50). This volume contains over 2000 entries, with charts, tables and illustrations. Included also are short biographical notes of such individuals as Bethe, Fermi, Urey and other nuclear physicists.

The Jefferson Papers of the University of Virginia is a calendar compiled by Constance E. Thurlow and Francis L. Berkeley, Jr., with an appended essay by Helen D. Bullock on the papers of Thomas Jefferson. This publication is No. 8 in the University of Virginia Bibliographical Series, issued by the University Library. (357p., \$5.00).

The International Labor Directory (Clairidge Publishing Co., 110 W. 34th St., New York 1, 904p., \$25.00), edited by Dominic DiGalbo and Albert N. Abajian, is a new publication on labor unions, government agencies concerned with labor and related activities. The volume contains 168,119 listings, including local unions; government, international union, and other labor offices; national and international unions in the U.S. and Canada; names and addresses; lists of labor publications, editors, and news services. The publishers are planning to provide up-to-date information to subscribers.

Review Articles

Compact Book Storage

Compact Book Storage; Some Suggestions toward a New Methodology for the Shelving of Less Used Research Materials. By Fremont Rider. New York, The Hadham Press, 1949, 90p. \$3.00.

Mr. Rider begins this little book with an analysis of the fundamentals of book storage. While this analysis contains nothing new, it does constitute a good point of departure for the following chapters. Since the author recommends compact book storage primarily for little-used research materials, the question of segregation of these books from the much-used ones is a necessary second step in his thesis development, and in Chapter 2 he, "long . . . an apostle of segregation," restates concisely the arguments for it. Chapters 3 ("The Rube Goldberg Chapter") and 4 ("Rolling and Hinged Stacks") are superfluous. The first adds nothing to the development of the subject and the other does little more than describe something which is not recommended by the author. Part I, "Analysis," is concluded with a chapter on the factors involved in the conventional form of book storage.

Part II is called "Synthesis." Here the author reviews the opportunities for increased book capacity in existing book stacks, concluding that shelving by size is one of the best ways to effect space economies. Chapter 2 is perhaps the most important part of the book, for in it the author leads us logically to conclude with him that shelving books in an upright position is the principal cause of the low proportion of stack space actually holding

books. He recommends "boxing" for most books not shelved in an upright position, and then proceeds, in customary Rider fashion, to go into the greatest detail concerning solution of all the infinitesimal problems which arise when this system is put into effect. He is fully aware that binding policies are inextricably involved in the problem of boxing, and treats this important phase of the subject comprehensively. Mr. Rider then attempts, with varying success, to show the relative economy of compact book storage. Next, the author interrupts his thesis in order to answer questions which he assumes have arisen in the mind of the reader. Here he is not nearly so successful as he was in his widely-read *The Scholar and the Future of the Research Library*, where such questions were foreseen and answered during the development of the thesis, after the fashion of Arnold Bennett and many professional philosophers. The objections he cites were not at all the ones which bothered me most as I read his book. The final chapter discusses by-product advantages of boxing.

The book is interestingly written. The subject treated is very much worthwhile; the problems presented and the solutions suggested are of concern to all of us. While the author has aimed his book primarily at the large library, there is much in it which will be useful in small libraries. There are a number of typographical errors, but in general the format and physical appearance of the volume are good.—William H. Jesse, *University of Tennessee Libraries*.

Man and Pictures

From Cave Painting to Comic Strip. A Kaleidoscope of Human Communication. By Lancelot Hogben. New York, Chanticleer Press, 1949. \$5.00.

A new criterion can be added to those established not long ago by Russell Lines for the classification of the human species into high-, middle- and low-brow: whether or not one is irritated by this new book by the author of *Science for the Citizen* and *Mathematics*

for the Million. Hogben himself says in the foreword of his book that "it will please neither the high-brow nor the low-brow." On first sight, your reviewer was considerably irritated. Many of the readers of the *College and Research Libraries* will be likewise affected.

Seriously, the book which looks extremely stimulating and challenging, has annoying characteristics. There is obscurity in its style

of expression, not fully resolved upon later rereading with added understanding of the author's mental pattern. There is some needlessly sensational titling. The peculiar genesis of the book as the script for a series of pictorial documents developed by Marie Newrath, director of the Isotype Institute, has also caused some confusion. The picture captions are either needless repetitions of statements already contained in the text, or they are elaborations and sometimes excursions which can detract from the reading of the text. The choice of sources is not always a wise one. Thomas Francis Carter's brilliant work on far eastern printing was apparently unknown to Hogben, which accounts for his neglect of the story of far eastern seals in his discussion of early property identification and authorization. On the other hand, too much weight is given McMurtrie's *The Book*, in particular his account of Gutenberg, which results in a slightly distorted view of his relationship to Fust and Schoeffer. Incidentally, McMurtrie appears as "Francis," instead of Douglas C. in the index, page 284. The caption on page 35 might have explained the relationship of the zodiac to bloodletting, clearly the purpose of the picture on page 34. The picture of the paper mill on page 129 is not, as the caption claims, a woodcut, but a copper plate. One could go on with such a list and specialists would probably find similar instances of defect from their own fields. The important thing, however, is

that they do not have any serious effect on the very real contribution which this book makes. It would be absurd to overlook, because of such details, the magnificent contribution which Hogben has made to our understanding of writing and picture making, of printing and the other forms of communication. The importance of this contribution lies to a large extent in the manner in which this book was conceived. The resolution to connect, upon the discovery of their inner coherence, the many seemingly disconnected elements in the basic story of the growth of man's ability to record events and live with and through pictures and letters, was a most felicitous approach. It resulted in a book of a highly original order of creativeness. To those who have long suspected these connections and have groped, in one way or another, for the means of making them apparent to those who have sensed the importance of these causal connections with many of the urgent problems of modern society, Hogben's work is mental stimulus and nourishment of great importance. Many corrections of details and of some more basic elements in his structure are possible and many things in the book are capable of prolonged and thorough discussion. It is a book which is likely to be read for a long time and by many. That its important message will reach the scholarly librarian in spite of superficially irritating appearances is a desirability which this review hopes to accomplish.—*Hellmut Lehmann-Haupt.*

Descriptive Cataloging

Rules for Descriptive Cataloging in the Library of Congress. U.S. Library of Congress. Descriptive Cataloging Division. (Adopted by the American Library Association.) Washington, U. S. Government Printing Office, 1949.

This title is an important milestone along the road to simplification in cataloging, the goal toward which many catalogers and administrators have been striving for the past several years. The rules are well stated and very organized, and a good index facilitates their use. Every day we have cause to be grateful for the cooperative work which resulted in such a satisfactory code.

Mr. Swank's excellent review of the preliminary edition (*College and Research*

Libraries, 9:90-4 January 1948) was presented largely as a study of underlying principles. This review represents the point of view of a cataloger who is applying the rules in her daily work and who is alert for the possibilities of further simplification and economy.

As the proof of the pudding is in the eating, so the test of the rules is in their application. Recent Library of Congress proof sheets demonstrate the book descriptions resulting from the use of the rules by the Library of Congress itself. Let us examine briefly some of the items noted.

The current cards are brief. The information they contain is clearly and concisely stated, and I believe they can be consulted and under-

stood more easily than cards with greater detail. The last vestiges of "bibliographical cataloging" can be seen in imprints, collations and notes. For consideration in this review, I shall limit my examples to a few of the more common card notes.

In two shipments of proof sheets, bibliography notes in 64 forms were counted. Of these, 50 notes appeared only once, two notes were used 17 times, and one appeared 72 times. It would seem that this is extravagant elaboration, especially since more and more librarians are coming to consider indiscriminate bibliography notes as useless. Why not use form notes in English, except when an important characterization of the bibliography is contained in the wording used in the book being described?¹

Cover title notes still tend to be overdone. For example, *Reed's Concise Maori Dictionary* has a title main entry and the following note: "Cover title: Concise Maori dictionary." An added title tracing is given for: "Concise Maori dictionary." Since the cover title note adds nothing new and only repeats the title entry information, it is superfluous.

Errata notes appear frequently, and again in varying forms. Could they not be handled adequately by the use of simple form notes in English? On a recent card, the note appeared as: "Errata": slip inserted."

¹ It was gratifying to note that in the June issue of the *Library of Congress Processing Department Cataloging Service*, p. 4, a revision of the L.C. policy in regard to mention of bibliographies.

The question of when to add an explanatory note and whether as a note or as an integrated part of the title remains a matter of individual choice. On recent cards for four novels with the titles: *My Old Man's Ridge*; *Bitter Wine*; *Guns Wanted*; and *The Pink House*, the first two had notes: "A novel." Four cards for volumes of poetry show slightly different treatment, for two cards had "Poems" integrated into the title, and the other two used the term as a drop note.

These examples indicate one thing quite clearly: the interpretation and application of the rules depends upon the individual cataloger. This independent exercise of judgment is inherent in simplified cataloging. Therefore, any code of rules should be used as a guide and not as law. That is the reason, also, that some of the exceptions and qualifications found in the rules might better have been omitted. Every cataloger knows that there is a time to disregard or go beyond the rules. Would it not have been preferable to let it go at that, and not have tried to codify the exceptions?

Let the user be aware, then, that the rules, in all their ramifications, need not be applied too literally. The Library of Congress has achieved a considerable degree of simplification in its cards. Other libraries may do the same if, instead of trying to follow L. C. exactly (a not uncommon failing) they will apply their own good judgment and common sense in the interpretation of the code.—*Winifred A. Johnson, Army Medical Library.*

New Venture in Subject Cataloging

The Library of Congress Subject Catalog; a Cumulative List of Works Represented by Library of Congress Printed Cards. January-March 1950. Washington, 1950, 394p. Subscription price: \$100 per year.

Since the appearance of the monumental *Library of Congress Catalog* and its supplement between 1942 and 1948, many scholars and librarians alike have voiced regret that there is no subject index to this major bibliographical aid. A number of proposals for such an index have been discussed and considered but as yet, none have borne fruit. Perhaps cooperative efforts may make such an index available one day, in spite of the magnitude and expense of the task of producing it.

In the meantime, however, the Library of Congress, ever mindful of its great responsibilities as the national library of the United States and one of the major libraries of the world, has undertaken the production of a subject index to its current *Author Catalog*. The resulting *Subject Catalog*, now appearing for the first time, is another notable example of the library's continuing efforts to improve and enlarge the bibliographical access to its collections.

Issued quarterly and cumulated annually, with larger cumulations projected for the future, the *Subject Catalog* corresponds to similar issues of the *Author Catalog*. It is not a true index, however, for there are dif-

ferences in coverage. Unlike the quarterly and annual cumulations of the *Author Catalog* which include all cards printed by the Library of Congress during the period covered regardless of the imprint date of the material described, the *Subject Catalog* is limited to imprints of the past two years in its quarterly issues, and to imprints since Jan. 1, 1945, in its annual cumulations. Belles-lettres are excluded from the quarterlies but included in the annuals. Presumably those who bear editorial responsibility for the *Subject Catalog* have determined to their own satisfaction that these differences in scope are desirable and justifiable and that any omissions which result from these policies are of little significance to potential users of the catalog. In the absence of any evidence to the contrary we must accept their judgment.

The subject captions in the catalog are Library of Congress subject headings taken from the tracings on the unit printed cards. The entries under each heading are reproduced from the type set for catalog cards, abbreviated by the omission of all notes and tracings. See references are included in both quarterly issues and annual cumulations, but see also references appear only in the annual volumes. It should be noted that in the quarterly issues, subdivisions of base headings are omitted frequently when there are "only a few titles" to be listed under the subdivisions. Such titles are entered under the base headings without subdivision, however. A special feature is the list of magazines and journals under the form heading "Periodicals (Individual Titles)".

Exhaustive criticism of the *Subject Catalog*, whose first cumulation has yet to appear, is undoubtedly premature. We may be sure that its editors are still experimenting to find the patterns best suited to a catalog of this type, and later issues are certain to reflect the results of these experiments and criticism based upon the experiences of the users of the catalog. A few observations on the present issue may not be out of order, however.

First of all, there seems to be a contradiction between the expressed editorial policy as outlined in the introduction, and the practice in the catalog itself. Although subdivisions of headings under which only a few titles could be listed are supposed to be omitted in favor of the base heading, there are many instances throughout the catalog where single

titles are listed under subdivided subject headings and no titles are listed under the corresponding base heading, e.g., BUDGET; INDUSTRIAL ARTS; LABOR CONTRACT. In contrast, some timely subjects (e.g., LABOR LAWS AND LEGISLATION; SOCIALISM) have a sizeable number of entries under the undivided base heading, even though some of the titles so listed, according to their corresponding entries in the *Author Catalog*, are properly entered under some subdivision of that heading. Ideally, of course, adherence to the stated policy should produce exactly opposite results. It is perhaps even fair to question whether, in view of the relatively small number of entries in each quarterly issue, the presumed added convenience to the user of the catalog justifies the added editorial effort involved in modifying assigned subject headings, especially when some inconsistencies in entry are certain to result.

To this reviewer, the legibility of the printed page leaves a great deal to be desired. Although the subject captions are distinguished from the entries by using underlined roman capitals, the captions do not seem to stand out, especially since the author line of each entry under each caption is printed in boldface type. In view of the method used to reproduce the catalog, the problem of distinguishing the subject captions is not one that can be solved easily. Perhaps some modification of the spacing or the indentation, or perhaps the use of italics for the captions would improve the legibility. Another practice which seems neither to enhance legibility nor to facilitate the use of the catalog is that of abbreviating the subdivisions of the subject captions. HIST. & CRIT., or DESCR. & TRAV. may be easily understood, but CO., although a correct abbreviation for county, may be misinterpreted by those users who are more accustomed to reading this abbreviation as company. Since there is ample space to permit printing the subject captions in full in most cases, and since Library of Congress practice is against the use of abbreviations in subject headings except in the tracings on unit cards, there seems to be little logic in using abbreviated subject captions in the *Subject Catalog* especially when they interfere with easy reading.

There are a few other minor errors. An occasional title is listed under the wrong heading, e.g., Roussy's *Precis d'anatomie patho-*

logue under ANATOMY, ARTISTIC instead of ANATOMY, PATHOLOGICAL. Although the heading FLUIDS AND HUMORS, ANIMAL was abandoned late in 1948 in favor of the more modern term BODY FLUIDS, one title is listed under the older heading in the present issue. And on page 360, there is both an entry under and a *see* reference from TROPICAL FRUIT (in this case the reference should read *see also*). Such errors are admittedly isolated examples and not typical of the careful editing and freedom from error which characterize the bulk of the catalog.

The general excellence of the catalog far outweighs its minor faults, however. There can be no question but that this added key to the contents of current literature will be invaluable to scholars and librarians alike. Since the materials included are not limited by language, subject, or country of origin, this subject bibliography is unique. As the most comprehensive bibliography of its type available to library patrons, it is likely to be one of the first and most heavily used. Its

usefulness to the librarian in reference work, cataloging, and perhaps book selection is apparent enough, but enterprising librarians will not be slow to discover added uses. What the ultimate effect of this new catalog may be upon the future of the present costly subject analysis in library card catalogs cannot yet be foreseen, but it would be unrealistic to suppose that it will not in time have some. Indeed, if the *Subject Catalog* follows in the footsteps of its predecessor, the *Author Catalog*, its impact upon library methods and technique may result in a variety of new practices and added economies.

A worthy venture has been well launched, and the world of learning owes the Library of Congress another debt of gratitude. It is to be hoped that the *Subject Catalog* will receive the support it so justifiably deserves; indeed, it is hard to conceive that any library attempting to give maximum service to its serious users can afford to be without this newest bibliographical tool.—*Carlyle J. Frearey, College of the City of New York Library.*

Problems of Bibliographical Description

Standards of Bibliographical Description. By Curt F. Bühler, James G. McManaway and Lawrence C. Wroth. Philadelphia, University of Pennsylvania, 1949, viii, 120p. (A Publication of The A.S.W. Rosenbach Fellowship in Bibliography.) \$2.00.

Principles of Bibliographical Description. By Fredson Bowers. Princeton, Princeton University Press, 1949, xvii, 505p., facsimiles. \$10.00.

Descriptive bibliography is a form of activity that has long engaged the attention of students of the history of printing, scholars concerned with textual criticism, and bibliophiles eagerly pursuing "points" which enhance the market value of their rare-book purchases. As a discipline it is concerned with the physical characteristics of the book or pamphlet quite apart from the intellectual content of the work, and therefore must be content to serve always as handmaiden to the research investigations of other disciplines. Its values, therefore, are never self-sufficient or self-evident, but are always buried in the measurement of the significance of the larger contribution. In other words, the results of descriptive bibliography can never be more

important than the findings of textual criticism itself or than the detailed knowledge of the minutiae of printing in the early centuries. At its best it has made some fairly important contributions to our knowledge of the methods of work of the fifteenth-century European printers and to our understanding of the plays of Shakespeare. At its worst, it has degenerated into an empty pedantry that has probably done no real harm to sound scholarship except, perhaps, to help support the artificial price structure of the rare-book market.

For Dr. Greg the task of descriptive bibliography is to "reconstruct for each particular book the history of its life, to make it reveal in its most intimate detail the story of its birth and adventures as the material vehicle of the living work." To Copinger: descriptive bibliography is, somewhat pompously, "the grammar of literary investigation," but most workers in the field would probably agree with Lawrence Wroth that "the end of bibliographical analysis is the elucidation of the history of texts . . . not an end but a means, a process in the study of the transmission of texts."¹ Whatever definition of the objectives of descriptive bibliography one

¹ Bühler, *et al.*, p. 105.

may accept, or whatever opinion one may hold as to its ultimate significance, certainly there is no better statement of the rationale underlying the discipline than is to be found in Bowers' first chapter, in which he discusses the relationship of standards of description to the purpose of the particular bibliography.

Both of the books reviewed here are directed primarily toward a problem which has long harassed conscientious bibliographers—the lack of standardized techniques for description. The methods used heretofore have been so complex and so variable that even the experienced practitioner soon finds himself floundering in a welter of detail concerning title transcriptions, in which several type faces and other idiosyncratic typographical features are faithfully reproduced; collations by signature, by contents, in which the heading of each section is precisely measured and transcribed; editions; cancels; watermarks; and many other fortuitous physical features, all set forth with a labored attention to meticulousness that obscures, or even deliberately neglects, recognition of the central problem of bibliography, which is concern with the intellectual content of the text. Thus, under its burden of irrelevant minutiae, descriptive bibliography threatens to become the pastime of an effete intellectualism, a pseudo-scholarship which, like proficiency in billiards, may be indicative of an ill-spent life. Yet upon these uncertain foundations, these strivings to make of descriptive bibliography a precise science, has been erected a superstructure of historical interpretation that often is little more than guess work. Witness Bühler's belief that because the "f" signature in his copy of Laertius' *Vita de Philosophi* had substituted for it a comparable signature taken from the *Letters* of Phalaris, produced by the same printer less than two months previously, he can thereby deduce "some interesting side-lights on the methods of book production by a characteristic Florentine firm of the fifteenth century."²

In recognition, then, of the growing need for standards of uniformity in bibliographical description, those in charge of the Rosenbach Fellowships at the University of Pennsylvania departed from their usual practice of inviting one scholar each year to present the fellowship addresses, and for the 1946-47 series invited Curt F. Bühler of the Pierpont Morgan

² *Ibid.*, p. 14.

Library, James G. McManaway of the Folger Library, and Lawrence C. Wroth of the John Carter Brown Library, representing respectively the the fields of incunabula, English literature from 1475 to 1700, and Americana to the year 1800, in the hope that three such distinguished scholars could make some "advance toward acceptable minimum standards." Defeat is openly admitted, for John Alden, who wrote the introduction, frankly acknowledges that he "would not now maintain that even this limited objective has been wholly achieved."³ Each of the three is convinced that the problems peculiar to the materials of his own field of specialization make any real common denominator extremely difficult to discover. Indeed, even Bowers, whose book is an attempt to establish rather than to "approach" a standard of uniformity, grants that the amount of description required will vary with the kinds of materials being described and with the specific objectives of the bibliography being compiled.

The work of the American Library Association and "kindred organizations" in attempting to standardize techniques of description is mentioned only by Bühler, who quickly dismisses such efforts as being inappropriate to incunabula. Even he does not seem to be aware that such material was included in the 1941 *A.L.A. Rules*; the *L.C. Rules*, of course, had not been published at the time of his presentation.

But if the three lecturers failed to reach agreement on the formulation of minimum standards, at least they were keenly aware that each type of material presents special problems in description which, in turn, determine the kind and amount of detail necessary. Bühler forcefully argues that incunabula already adequately described in standard bibliographies such as those of Hain and Copinger, need not be elaborately redescribed. Wroth even goes so far as to present two standards of descriptive procedure for Americana. Certainly this trend toward the realization that even within groups of quite similar materials varying standards of description may be necessary is wholly admirable, and when properly applied should result in the elimination of much pedantry and in the concentration of attention upon purpose to be achieved rather than upon technique alone.

Although all three speakers acknowledge

³ *Ibid.*, p. viii.

the importance of the new photographic techniques as aids to bibliographical description, none points out the seemingly obvious fact that while in the days of Hain and his contemporaries, when materials were widely scattered and inspection difficult, minute description may have been necessary, today that necessity is all but eliminated. With microfilm and microcard, an accurate photographic copy of the complete text is almost always available to the serious investigator at a relatively slight cost, and much of the labor of the descriptive bibliographer seems to be mispent effort and economic waste.

Almost as though in refutation of the arguments against standardization presented by the Rosenbach speakers, there followed almost immediately the publication of the volume by Fredson Bowers which presents detailed instructions for a standardized procedure of description, subject to modification in the amount of description required for different materials but uniform in the way in which information is to be presented. The notation to be used is supposedly more economical of space, but actually there would seem to be little or no saving in many cases. The system as a whole is based solidly upon the work of McKerrow, Greg and earlier scholars, the greatest difference appearing in the attempt to define "edition," "issue" and "state" in terms of the history of their printing rather than in terms of observed physical differences. As the history of printing is largely deduced from physical evidence in the volumes known, this seems a slightly unnecessary piece of intellectual derring-do.

To those who feel the need for a single comprehensive manual of acceptable techniques of description, this volume will certainly be a welcome addition to the literature


of the field, but that it will supplant the older works or settle the long-standing arguments as to forms of description is hardly to be expected.

Of the variety of opinions expressed in these two volumes, those expressed by Dr. Wroth seem to the reviewers the most sane, penetrating and balanced. Not only has he made valid and important distinctions among the several types of Americana and the need for variation in standards of detail in bibliographic description, but also he has cogently insisted that bibliography is never an end in itself, that its practices and procedures must always be adjusted to the larger ends it serves.

Is it too much to hope that bibliographers will some day give up their lengthy arguments over definitions and techniques in favor of a critical appraisal of what they have achieved up to date? If descriptive bibliography can throw any light upon the processes of graphic communication in society, the techniques it has developed for the study of earlier centuries should be transferable to similar problems arising today in connection with new media of communication and new habits of publication. The problem which descriptive bibliographers have in common with all others working in the field of graphic communication is that of promoting the effective social utilization of the graphic record of society. If the knowledge so painfully wrung from a study of the errors of sixteenth-century printers can not supply us with techniques and insights applicable to the new bibliographic problems arising today, has it any virtue other than the dubious one of satisfying antiquarian curiosity?—Margaret E. Egan and Jesse H. Shera, *Graduate Library School, University of Chicago*.

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Appointments

(Continued from page 387)

The School of Librarianship, University of California, Berkeley, has announced the following appointments to its teaching staff: Reuben Peiss has been named associate professor. Mr. Peiss was acting special assistant in the Acquisition and Distribution Division of the U.S. Department of State, and has held positions at the Library of Congress and the Harvard College Library. William Bernard Ready will serve as instructor. He has taught at the Universities of Manitoba and Minnesota, and for five years served on the staff of the Cardiff (Wales) Public Library.

Dr. Harold Lancour, assistant director of the University of Illinois Library School, will be in England during the 1950-51 academic year. He has received a research grant, through the Fulbright Program, to make a comparative study of English and American methods of training librarians.

John F. Harvey became librarian and professor of library science at Parsons College on September 1.

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- Expert handling of special work—hinging plates, restoration of old leather bindings, portfolios, etc.

Prompt Service

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